

**Assessment of Ukrainian Business Management Institutions  
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**ASSESSMENT OF UKRAINIAN BUSINESS MANAGEMENT INSTITUTIONS**

**Consultants' Final Report**

**August 1997**

Prepared for the U.S. Agency for International Development  
Regional USAID Mission for Ukraine, Belarus, and Moldova

by

The Academy for Educational Development

Dennis McConnell  
William R. Pendergast

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*The team included: Dr. Dennis McConnell of the University of Maine Business School and Dr. William Pendergast of the Fisher Graduate School of International Management at the Monterey Institute of International Studies. The findings, interpretations, and conclusions presented in the evaluation are the authors' own and should not be attributed to AED, USAID, or the U.S. government.*

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## List of Acronyms

AACSB	American Assembly of Collegiate Schools of Business
ABS	Association of Business Schools (London)
ACCELS	American Council for Collaboration in Education/Language Study
ADSGM	Association of Deans of Southeast Asian Graduate Schools of Management
AIESEC	International Association of Students in Economics and Business Management
AIMAF	Association des Institutions de Formation et de Perfectionnement en Management d'Afrique
AIMS	Association of Indian Management Schools
AMBA	Association of MBAs (London)
AMDISA	Association of Management Development Institutions in South Asia
AMTIESA	Association of Management Training Institutions of Eastern and Southern Africa
ANZAM	Australian/New Zealand Academy of Management
CAMAN	Central Asian Foundation for Management Development
CBK	Common Body of Knowledge
CDC	Citizens Democracy Corps
CD-ROM	Compact Disk -Read Only Memory
CEE	Central and Eastern Europe
CEEMAN	Central and Eastern Europe Management Development Association
CEE/NIS	Central and Eastern Europe/New Independent States
CEP	Civic Education Program
CEPES	European Center for Higher Education (UNESCO, Bucharest)
CFBSD	Canadian Federation of Business School Deans
CLADEA	Consejo Latinoamericano de Escuelas de Administracion (Peru)
CMDA	Caribbean Management Development Association (Barbados)
CSU	California State University
EBRD	European Bank for Reconstruction and Development
EDI	Economic Development Institute (World Bank)
EFMD	European Foundation for Management Development
ETF	European Training Foundation
EWMD	European Women's Management Development Network
FNEGE	National Foundation for Management Education (France)
HSB/NLU	Higher Business School/National Louis University (Poland)
IBS	International Business School, Kiev-Mohyla Academy
IE	Institute for Entrepreneurship (Zholty Vody, Ukraine)
IESC	International Executive Service Corps
IFC	International Finance Corporate (World Bank)
IIE	Institute of International Education
IMI	International Management Institute, Kiev
INTERMAN	International Management Development Network (Geneva)
IREX	International Research & Exchanges Board
JSC	Joint Stock Company

KIM	Kharkiv Institute of Management
KMK	Kiev Management Konsult
KSEU	Kharkiv State Economic University
KSMA	Kharkiv State Municipal Academy
KSTU	Kherson State Technical University
LIM	Lviv Institute of Management
LSTU	Lviv State Technical University
MBA	Master of Business Administration
MDF	Russian Management Development Federation (Moscow)
METC	Management Education and Training Consortium
NGO	Non-governmental Organization
OPU	Odessa Polytechnic University
OSI	Open Society Institute
PADCO	Planning and Development Collaborative International, Inc.
PVO	Private Voluntary Organization
RABE	Russian Association of Business Education
SABIT	Special American Internship Program
SMA	State Mining Academy (Dnepropetrovsk, Ukraine)
SMA	State Metallurgical Academy (Dnepropetrovsk, Ukraine)
TACIS	Technical Assistance for Commonwealth of Independent States
UIC	University Internet Center (Open Society Institute)
UNESCO	United Nations Economic and Social Council
USAID	United States Agency for International Development
USIA	United States Information Agency
USIS	United States Information Service
WAMDEVIN	West African Management Development Institutions Network
WID	Women in Development

## Executive Summary

This report presents the findings from an assessment of business education in Ukraine, and makes recommendations based on those findings. Dr. Dennis McConnell and Dr. William Pendergast conducted the study in Ukraine during the period April 16-May 16, 1997. The Assessment Team conducted interviews with representatives of U.S.-based funding organizations and academic partner institutions prior to the visit, interviewed representatives from 21 business training institutions throughout Ukraine during the visit, and collected results from further inquiries upon their return to the United States.

The project Scope of Work provided the basic framework for the assessment project. Additional guidance was provided by (1) the USAID/Kiev Decision Memo, which outlined the results of discussions among Mission staff during a meeting on February 4, 1997, (2) interim meetings with Mission staff during the project period, and (3) comments provided by the Mission staff in response to a draft report, presented on May 15, 1997.

The essential Scope of Work tasks assigned to the Assessment Team included the following:

- C assess the relative importance in Ukraine of broad-based basic and more narrowly focused versus advanced business skills;
- C compile a list of major business management training institutions in Ukraine;
- C comment on the strengths and weaknesses of the best four or five institutions;
- C provide recommendations for strengthening the best institutions;
- C provide recommendations (and costs) for programs to strengthen the best institutions;
- C provide recommendations on the approach and cost of creating new business training institutions, if they are needed; and
- C consider the concept of endowments when rendering assessments.

Findings related to the primary Scope of Work tasks are presented in the section entitled Assessment Framework.

*Institutional Sustainability:* All institutions visited are keenly aware of the concept, and many have aggressively implemented programs to enhance financial sustainability. Few have progressed to the stage in which the concept of endowments is viable. Managerial and technical sustainability are lagging, but may be assisted by some of the recommendations included in this report.

*Level and Content of Management Education Programs:* The key issues are (1) whether assistance efforts should focus on graduate or undergraduate programs, and (2) what core skills should receive emphasis in business education programs. The Assessment Team has concluded that undergraduate business programs are most important in the current economic environment, and that core skills include those found in representative U.S. undergraduate business programs.

*Academic Partnerships:* The key question is whether assistance should be directed to “Centers of Excellence” or should be more broadly based. The Assessment Team has concluded that assistance to targeted institutions limits the impact of such assistance on the supply of potential managers in Ukraine.

*Gender Factors in Business Education:* Institutions visited report an improving gender balance in their programs, but have not yet developed formal programs to ensure redress of prior imbalances.

*Ukrainian Association for Management Development:* The Assessment Team was asked to assess the viability of the Association as a candidate for financial support. The Assessment Team has concluded that any support can be deferred until the Association demonstrates actual organization purpose and financial commitment.

*Internet Linkages:* The Assessment Team initially considered recommending financial support for Internet infrastructure in Ukraine, but subsequently concluded that such investments were not necessary, given the rapidly increasing Internet capabilities in Ukraine.

As a result of the assessment project, four recommendations are provided:

*Increased Supply of U.S. Texts:* The major need expressed by every institution visited was for an increased supply of Western (U.S.) business texts. The Assessment Team has contacted the Sabre Foundation, which has extensive experience in collecting/dispatching U.S. books to the CEE region, and which has uniquely excellent links with Ukraine. Over a more extended period, institutions would like to expand their collection of business books in Ukrainian. The Book Translation Program provided by the U.S. Information Agency provides a method to respond to that need.

*SABIT-type Program for Educational Administrators:* Academic administrators in Ukraine are now expected to operate in a market economy, using management tools they have learned and retained from the former centralized economy. Most representatives expressed keen interest in acquiring skills necessary to make financial and managerial decisions in the new education environment. The SABIT program provides an excellent and tested model for introducing managers to peers and peer institutions in the U.S. The Assessment Team recommends that such a program for selected Ukrainian academic administrators be funded, and that program participants be encouraged to share their experience with their Ukrainian peers on their return.

*Conference on Empowering Ukrainian Business Schools:* Representatives at most sites visited emphasized the difficulty of solving financial sustainability problems, and of coping with government regulations. However, many representatives have adopted creative solutions to their problems, and have expressed a willingness to share their experiences with academic colleagues throughout Ukraine. The Assessment Team recommends that USAID should support a conference in which Ukrainian academics and government regulators, and interested international participants, can identify and solve problems that are intruding on the development of business (and other) education programs in Ukraine.

*Management Education and Training Consortium:* Faculty retraining is a major problem at all institutions visited. To reduce the need for extensive travel to and from the U.S., the Assessment Team recommends that an annual Management Education and Training Consortium be established in Kiev. Models for similar successful activities are available in other CEE countries.

In addition to presenting recommendations, the Assessment Team views the report as a reference document for use by the USAID/Kiev Mission, Ukrainian educational administrators, and others who have a continuing interest in educational development in Ukraine. Whenever possible, the report includes sources of additional information. The Bibliography and References section presents a comprehensive compilation of research and analysis related to management education in Ukraine and other CEE/NIS countries.

## Summary of Recommendations and Estimated Costs

<i>Recommendation</i>	<i>Estimated Cost</i>
<p><b>Sabre-type Book Distribution Program</b> Ship and distribute donated textbooks as well as library and ancillary materials to Ukrainian business schools.</p> <p>C approximately 240,000 books could be distributed over a period of 18 to 24 months, though the attached budgets stretches this activity over 3 years</p> <p>C texts would go to approximately 25 to 30 business schools (9,600 or 8,000 books per school)</p> <p>C likely distribution points: Lviv, Kiev, Kharkiv, Odessa</p> <p>C Sabre-Svitlo Ukrainian-language translations can also be purchased.</p> <p>C would most likely require a needs assessment before implementation</p>	<p>Procurement of “A Library of Small Business”: \$30,000 Shipment of Book Containers: \$192,000 In-country warehousing, distribution: \$48,000 Subcontractor’s Project Mgmt./Monitoring: \$60,000 <b>TOTAL ESTIMATED COST: \$330,000</b></p>
<p><b>Management Education Training Consortium (METC)</b> A series of 3 yearly business school faculty development workshops along the lines of an existing program at Jagiellonian Business School in Krakow, Poland.</p> <p>C Rectors, Deans, Directors, and faculty of business schools attend workshops in teaching pedagogy, skills development</p> <p>C promotes cooperation and knowledge-sharing among CEE/NIS business schools</p> <p>C 10 day workshops for approximately 50 participants</p> <p>C consortium staff of 6 U.S. and 6 CEE/NIS faculty (stipended/full travel/per diem)</p> <p>C consortium provides room, board, conference facilities, per diem and subsidized travel for participants</p> <p>C minimal support for year-round administrative staff</p>	<p>Yearly METC Cost: \$133,356 <b>TOTAL ESTIMATED COST: \$400,068</b></p>
<p><b>SABIT-type Program</b> A program along the lines of a SABIT “Specialized Program” for Deans, Rectors, and Directors of Ukrainian business schools to travel as a group to the U.S. to visit U.S. business schools and accrediting organizations</p> <p>C groups of 25 professionals</p> <p>C program covers participant airfare, lodging, local transportation, per diem, translation, and medical insurance</p> <p>C 3 cycles of 25 participants per cycle recommended</p>	<p>\$130,650 per cycle of 25 participants 3 cycles recommended <b>TOTAL ESTIMATED COST: \$391, 950</b></p>
<p><b>Conference on Empowering Ukrainian Business Schools</b> Bring together government officials, academic administrators, faculty, and individuals from the private sector and outside funding agencies to participate in a national conference on empowering business schools. Potential topics might include financial sustainability, academic regulation or meeting the needs of the private sector.</p>	<p>Total conference costs would vary depending on location, number of participants. <b>Recommended \$50,000 USAID contribution.</b></p>
<b>Estimated Administrative Costs</b>	<b>\$150,363</b>
<b>TOTAL ESTIMATED CONTRACT COST</b>	<b>\$1,421,743</b>

The evaluation team was asked to provide an illustrative budget of estimated costs (with estimated administrative costs broken out). The scenario for this illustrative budget is that the Mission contracts with an institutional contractor to implement the four recommended activities as one program.

It is important to recognize that there are many alternative ways to implement this program. Different institutional contractors might approach it in very different ways. It is also important to recognize that contractors have a very wide range of administrative cost structures. Universities, not-for-profit firms, commercial contractors, and local companies will all be very different in approach and costs. Administrative cost rate structures can range from 20% to over 100% and can be applied to different line items. The following budget is broadly illustrative of a possible technical approach with a moderate to high cost structure. This budget does not necessarily reflect AED's cost structure or technical approach to the contract.

The following budget assumes the implementing entity would employ part-time home office staff to track and manage the project as a whole and would administer the SABIT-type program as a participant training project. The Sabre-type book distribution program and the Management Education Training Consortium, would be subcontracted to appropriate local or American organizations. The Sabre-type book program assumes donated books with the exception of the procurement of "A Library of Small Business". The project would administer a grant of approximately \$50,000 for a local organization to implement a Conference on Empowering Ukrainian Business Schools.

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# ASSESSMENT FRAMEWORK

## Introduction

During April and May 1997, Dr. Dennis McConnell (University of Maine Business School), Dr. William Pendergast (Fisher Graduate School of International Management at the Monterey Institute of International Studies), and their team conducted interviews in the United States and Ukraine and visited educational institutions and other organizations concerned with management education in Ukraine. Based on the visits and interviews, the members' professional experience in the region, and published literature about Ukraine and business education, the team identified the most pressing management education needs and proposed ways for the United States Agency for International Development (USAID) to help meet them.

## Purpose

The purpose of this report is to

- C describe the current organization of business education in Ukraine
- C identify the business education needs of the Ukrainian economy and industry
- C evaluate the quality of existing business education programs and institutions and
- C recommend areas where USAID should focus its support as it considers proposals for educational activities in Ukraine.

## Business Education Needs in Ukraine

The Ukrainian economy faces the twin challenges of recession and making the transition to a market economy. Business education alone is not the primary vehicle for a so-called “quick hit” to get the economy moving. Economic change results more from incentives created by macroeconomic policies and the possibilities arising from industry structure. Nevertheless, business education is vital to the long-term development of the economy and its integration into the global economy.

A country undergoing the transition to a market economy needs general management education and narrowly focused business skills. These are best directed at different segments of the population. Top managers require conceptual, strategic, and general management skills while middle and lower managers need specific, functional business knowledge. University students should experience the full spectrum of general and specific knowledge.

USAID's task is not to determine which educational needs take priority or which institutions have achieved the highest quality—all are vital to Ukraine's development. Rather, USAID should decide where it can target its resources for maximum impact on the largest number of people throughout Ukraine.

## Subjects

In addition to the core subjects (Common Body of Knowledge) of accounting, finance, operations, marketing, and human resources management, a pervasive educational need in a transitional economy is to develop the culture or mentality appropriate to a market economy. This task is much broader than the mission of educational institutions and requires time and reinforcement throughout the socioeconomic system. Knowledge of private enterprise structure and organization is needed immediately, given the novel challenges of privatization and its importance to the survival of state enterprises. Expertise in production processes and personnel organization is also essential. Export management and international trade were monopolized by state trading organizations; now they must be internalized by individual firms. Entrepreneurship education, including business plan development, is important since new venture creation and small-business management were not part of the former system. Concepts such as marketing and corporate strategy combine interdisciplinary approaches that are new to the Ukrainian system.

### Levels

Doctoral education in business administration is important to the long-term sustainability of management education as it provides trained faculty for business schools. Most existing faculty are imported from abroad, have only an M.B.A., or were trained under the old system. Master's-level business education, including the M.B.A. , is primarily useful in the Ukrainian environment to retrain individuals who have prior technical education—a large portion of the population given the previous emphasis on science, technology, and engineering. Most Ukrainians will be exposed to business education through university programs at the bachelor's, specialist, and master's levels. This is the sector where the widest impact can be achieved and where the need is greatest.

### Formats

Full-time management education is appropriate for younger, university-level students and a small number of mid-career M.B.A.-level participants. Various forms of part-time education are more suitable for the large number of people who are already working. This type of education can be offered on weekends, during the evenings, and in short periods of full-time study (e.g., a week or two).

Internships and study abroad play an important role in the total approach to business education for students, faculty, and administrators. These opportunities permit them to gain first-hand exposure to business practices and culture in Western countries and to develop networks of contacts.

### Infrastructure

The infrastructure and delivery of education, a basic need that must be met, must be developed at all institutions. Translation of texts and instructional materials into Ukrainian and research and development of indigenous materials are priorities, given the paucity of existing Western materials and their general lack of relevance to Ukrainian reality.

Schools need access to computers, and especially to the Internet, to stimulate global networks of scholars and students. Skills in library management, including computerization of holdings, access and use of integrated databases, acquisition of CD-ROM-based materials, and expertise in on-line information access are sorely needed.

Curriculum development is necessary in all fields, particularly those that were not taught under the previous regime, such as marketing, finance, and cost accounting. Although many schools offer courses in business subjects, it is apparent that these are not adequate. There is an immense need for pedagogical development of faculty using case studies, discussion teaching, simulations, and other teaching devices.

Proficiency in business English is needed at all educational institutions to integrate Ukrainian enterprise into the world economy and to integrate foreign enterprise to Ukraine. To develop this proficiency requires two steps: providing direct instruction by native English speakers and training Ukrainian teachers to speak English.

### **The Organization of Business Education in Ukraine**

Business and management education in Ukraine should take place at:

- C state-supported universities and polytechnics
- C independent (private) business schools, and
- C specialized academies and institutes.

Higher business education at state universities includes bachelor's (four years), specialist (five years), and master's (six years) programs. Most polytechnic students do not leave after completing the bachelor's level; they continue for higher degrees.

The Ministry of Education rigidly prescribes the curriculum at state institutions, which poses serious constraints on innovation in curriculum development.

### **Recommended Guidelines for USAID Support Activities**

USAID goals in support of business education in Ukraine should be twofold:

- C to support educational programs that meet the immediate and long-term needs of the economy and industry and
- C to assist the development of sustainable institutions and programs of training and education.

USAID strategy to achieve these goals should observe four guiding principles:

- C USAID should not target a limited number of specific institutions or levels of education. Instead, the Mission should focus on programmatic activities that cut across many

different institutions and levels of education, including general M.B.A. education and undergraduate education, professional development (nondegree) management programs, and specific short programs in functional fields.

- C USAID should support programs that affect regional centers as well as Kiev and Lviv, which have received the most attention thus far. This is particularly important since most people in Ukraine live outside these cities, and many of the most promising educational institutions are situated in regional centers.
- C USAID support should focus on programs that promise a significant multiplier effect throughout the country.
- C USAID should stimulate communication and cooperation among grantees and other parties in Ukraine, and elsewhere in East and Central Europe, so they can share their experiences and learn from each other.

To implement this strategy, USAID should implement an integrated and carefully sequenced set of programmatic initiatives, including:

- C organized visits to U.S. business schools and government agencies by top administrators of business schools and education officials;
- C a conference to consider issues of sustainability, academic policy, and programmatic development;
- C a Management Education and Training Consortium (METC) to focus on faculty retraining, curriculum development, and collaborative business research; and
- C distribution of U.S. business texts and monographs to Ukrainian business faculty and students.

These suggestions are based on Assessment Team findings on institutional sustainability, the level and content of management education programs, and limitations of traditional academic partnership programs. Each topic is discussed below, after which program suggestions are presented.

## **Institutional Sustainability**

Institutional sustainability is a crucial concept, yet it is difficult to assess and even more difficult to ensure. It depends on a combination of financial, managerial, and technical factors.

Managerial sustainability encompasses internal academic management and external linkages with important stakeholders, often mediated through top institutional management and a Board of Trustees. In Ukraine, linkages to government remain essential in view of the pervasive role of the state. Technical sustainability involves availability of technical expertise to provide and support business education. Financial sustainability arises from the revenue/expense equation.

All educational institutions in Ukraine are currently experiencing difficulty in this area, particularly those that are state-supported.

That the concept is increasingly discussed by financial and technical assistance suppliers and consumers suggests that Central and Eastern Europe/New Independent States (CEE/NIS) educational institutions have progressed substantially since the early 1990s, and that they are now encountering problems that may threaten continued progress. Absent solutions to sustainability challenges, a prevailing concern is that financial constraints can be expected to curtail academic research and debase education levels.

Prior to transition, most CEE/NIS educational institutions were financed almost exclusively by central governments out of tax revenues. Ministries of education typically assumed financing responsibilities, with other ministries involved in specialized areas. For example, ministries of industry, communication, and transportation financed vocational education, and ministries of health financed medical education. Centralized financing created extensive education and training systems, but at the expense of efficiency in resource allocation. During the recent transition years, declining investment levels and increasing fiscal pressures have made it more difficult to maintain equity and quality in education.

In spite of the importance of the financial sustainability of educational institutions in the CEE/NIS, the prescriptive literature on the topic is limited. Horkan and Jordan (1996) have surveyed USAID efforts to fund and ensure sustainability of development organizations. The intent of such endowment efforts certainly applies to educational institutions—that is, educational institutions that create endowments are expected to become self-reliant, obviating the need for external assistance. However, with one exception, none of the sites visited had created an endowment fund, nor was it apparent that the creation of such a fund was expected in the near future.

The absence of prescriptive literature may reflect the lack of data on the financial circumstances of educational institutions in the CEE/NIS regions. Useful comparative and relative information has just been published by The World Bank (Laporte and Ringold, 1997). The study points to several ongoing adjustments in educational financing, all of which support the position that the chances of achieving financial sustainability are less bleak than the current situation might suggest.

Professor S. Frederick Starr (1996) suggests several assistance activities likely to help CEE/NIS educational institutions to achieve financial sustainability. The theme of his discussion is that CEE/NIS educational institutions must be “weaned” from international aid. According to Starr, the factors that limit prospects for sustainability include chaotic management of educational institutions and absence of governance structures and stable sources of income.

To promote sustainability among new institutions, Starr suggests the following: design and installation of careful systems for budgeting and accounting; delegation systems that assign responsibility for securing each of the institutions various sources of income (tuition, contracts, grants, and gifts); developing governance documents and procedures that fix responsibility for institutions in permanent boards of trustees; and formation of endowments, with emphasis on local donors.

Starr outlines the consequences of failing to promote sustainable development among CEE/NIS educational institutions:

If they survive and become self-sustaining, they will take their place as important elements in the civil societies emerging from the ruins of the former Soviet empire. If they perish, the principles of academic autonomy, pluralism, volunteerism, and social initiative will suffer a great blow.

The Ukrainian educational community has devoted intensive and extensive research to the issues raised by Starr, reflected in recent publications by Nevesenko and Bourlakov (1995), Stakhanova (1992), and Yatchenko (1994).

### Conclusion

Endowments provide assured, long-term support and may be appropriate once institutions and the economy have met immediate needs. This is not yet the case in Ukraine, where business education remains in its early stages. In addition, the complex legal and regulatory environment in Ukraine may raise complications. Effective endowments require significant up-front funding, expert management, and strong, independent institutions that are well-managed and have successful, long-term track records. Almost by definition, this is not the situation in Ukraine. In view of the current stage of development in Ukraine, USAID funding is best directed to activities with more widespread and immediate effects.

Most of the institutions visited appear to have some degree of sustainability. Many state-supported schools have taken steps to replace government subsidies with fee-paying students and other revenue-generating activities. Private institutions may be more at risk if sustainability is defined as survivability. However, management training programs in state universities with historic traditions of providing education, whatever its form, are likely to endure in the face of current challenges.

It is not clear that USAID can directly address and solve in any meaningful way issues of institutional sustainability throughout Ukraine. However, the Mission may be able to provide an opportunity for Ukrainian educators to examine and pursue solutions by organizing a nationwide conference devoted to the topic. (See the section Conference on Empowering Ukrainian Business Schools.)

Aggressive USAID assistance might ensure, or at least enhance, the prospects of the sustainability of selected institutions, at the risk of creating uneven patches of institutional prosperity. The question of targeted vs. more general assistance is discussed under the section on Academic Partnerships.

Ultimately, in addition to facilitating a forum for discussions of sustainability by Ukrainian educators, USAID's primary contribution to the concept will be to emphasize the importance of the concept if Ukraine hopes to develop world-class academic institutions, and offer to guidance and sources of information to Ukrainian educational leaders who wish to adopt the programs necessary to ensure sustainability.

## **Level and Content of Management Education Programs**

An important decision in the process of providing assistance to management education institutions in Ukraine is whether to emphasize undergraduate or graduate (M.B.A.) programs. This decision should be based on a determination of management education needs in Ukraine during the transition period and beyond. The structure of management education needs also largely determines the level of instruction.

Given the Assessment Team's experience in management education and recently acquired knowledge of company needs in Ukraine, we suggest stressing basic management skills, which include such fundamental business topics as accounting, finance, information systems, marketing, and production management. Most U.S. business schools also offer courses on organizational behavior, and strategic planning. Such topics can be considered "luxury" topics, important only in business environments that have already developed basic skill areas. That is not to say that U.S. businesses do not have frequent decisions to make in accounting and finance, but those decisions tend to be routine, not life-threatening, to the business. If the basic skill areas have not yet become routine, the more glamorous (e.g., strategy) topics cannot be considered relevant to survival of the business. The relative importance of the different courses can be debated, but given a choice, the current situation in Ukraine suggests a broad-based emphasis on what we know as the common body of knowledge (CBK) in U.S. business schools.

A body of academic research provides guidance on this issue. Golebiowski (1994), professor of marketing at the Warsaw School of Economics, has provided survey results that identify management problems in the early stages of economic transition, and the topics deemed most important to managers in such an economy. Although economic and management transition in Poland is somewhat ahead of the process in Ukraine, the findings are relevant to the circumstances in Ukraine.

Citing a 1990 survey of 170 Polish firms, Golebiowski identifies management problems (see Table 1) deemed important in the transition, and the percentage of firms perceiving the problems as being important

**Table 1: Percentage of Polish Firms Identifying Management Problems**

<i>Management Problem</i>	<i>Percentage</i>
Taxes	23.2%
Marketing and sales	17.6%
Poor condition of the industrial sector	15.7%
New technologies/manufacturing processes	12.5%
Financing of new projects	11.0%
Poor business/corporate strategy	9.9%
Inadequate qualifications of managerial staff	5.6%
Lack of qualified staff	4.5%

A companion 1990 survey in Poland identified the topics required by most managers to improve managerial skills, implement new management concepts, and apply new managerial techniques.

**Table 2: Percentage of Topics Contributing to Improve Management**

<i>Management Topic</i>	<i>Percentage</i>
Marketing and marketing research.	19.7%
International business operations	18.9%
Cost calculations and cost analysis	17.2%
Sales organization and management	15.1%
Modern office organization and equipment	13.7%
Computer-aided manufacturing	8.0%
R&D projects and innovations	7.4%

Translating the learning needs into management courses that meet those needs yields the following courses:

- C Marketing (marketing concepts, techniques, management procedures and strategies)

- C Finance and accounting (accounting principles, managerial finance, capital markets, financial institutions)
- C Human resource management
- C Operations research and management
- C Management of process and product innovation
- C Business (commercial) law
- C Organization and management information systems
- C Management theory and principles (organizational behavior, corporate planning and control, strategic management concepts and procedure.)

It is not surprising that this set of courses is consistent with the standard undergraduate business curriculum in the United States (and other market economies), and forms the basis of what is generally known as the common body of knowledge (CBK) in schools accredited by the American Assembly of Collegiate Schools of Business (AACSB). (More information about accreditation is available at the AACSB Web site: <http://www.aacsb.edu/>.) Dr. Victor Novitsky, the Ukrainian counterpart on the project, was assigned to interview companies operating in Ukraine. Appendix D provides his observations on both the level and content of business courses from the perspective of practicing business managers in the Kiev region.

### Executive Education

Another question of interest not addressed above concerns the relevant student population. Should management education be supported in postsecondary institutions, populated by future managers, or presented in continuing-education formats responsive to practicing managers (managers in former state-owned enterprises)?

The Assessment Team observed that, for the most part, Ukrainian management training institutions are capable of delivering executive and professional development programs if they are provided the basic resources needed for business education. In fact, many institutions offer such courses now. Executive education is a market-driven activity, so business schools have substantial incentives to serve that market if they have the ability to do so. Site visits convinced the Assessment Team that the market for continuing management education is being increasingly well served by Ukrainian business schools, many of which have learned that such services provide a growing source of income to supplement government support.

### Conclusion

The Assessment Team concluded that undergraduate programs should receive primary emphasis and assistance. First, it is not clear that the programs that now produce M.B.A.s are, in fact, producing M.B.A.s as we understand the (evolving) concept in the United States. The backgrounds of students enrolled in M.B.A. programs appear to be somewhat deficient, and the structure/content of M.B.A. courses do not suggest that the programs are graduating people who can compete effectively in the marketplace for M.B.A.s in countries other than Ukraine.

On the demand side, Ukrainian companies interviewed do not yet understand or appreciate the presumed advantage of an M.B.A., nor are they structured to use the skills of M.B.A.s effectively. This can also be said of many Western firms.

Furthermore, the capacity of Ukrainian institutions to produce M.B.A.s is relatively limited, and the small number who do graduate are unlikely to have a significant impact on the management of Ukrainian companies. Undergraduate programs are currently graduating large numbers of students throughout Ukraine (M.B.A.s tend to be located in Kiev and Lviv), and are thus able to provide reasonably enhanced management skills to many companies over a large geographic area.

One market segment that can be served effectively by M.B.A. programs is younger practicing managers with a technical education. A combination of full-time and weekend programs would provide a retraining vehicle for these persons to acquire the management skills they can otherwise never attain, and without which they risk becoming a “lost generation.”

### **Academic Partnerships**

In recent years, the structure of management education in the CEE/NIS regions has been designed largely by educational institutions in other regions—primarily Western Europe and the United States. The appropriateness of Western models of higher education in management may be questioned (a continuing process in the United States), however, the availability of funds for programs of academic cooperation, the intense interest of Western management educators in CEE/NIS circumstances and prospects, and the absence of alternative models has created enormous pressures on CEE/NIS management education programs to emulate those in the West.

The Institute of International Education (IIE) is perhaps the major international organization currently documenting the evolving design of management education in the region and developing inventories of academic partnership programs in business and economic education. (Kirk and Rhodes, 1994, 1995.) Extensive inventories of academic partnerships have also been compiled by the U.S. Information Agency (1994, 1995). The documents reflect that motivations are often compelling in both directions, and are not likely to be overwhelmed by alternatives, apparent or real.

Team members have participated in evaluating numerous proposals to participate in partnership programs funded by USIA and USAID. A major deficiency noted in academic partnership proposals is the failure of CEE/NIS partner institutions to provide (1) a coherent expression of the benefits expected from the partnership, (2) an appropriate department or faculty for the partnership, and (3) a critical mass of faculty with an interest in participating in the program. In addition, U.S. proposal teams bring unique skills and experiences to a partnership project. Nor, typically, is it clear that a major investment in the program activities will markedly alter the transition path of the CEE/NIS host institution or, ultimately, the host country.

In general, the Assessment Team concluded that academic partnership proposals reflect a lack of knowledge of the general educational needs of management training institutions in Ukraine. They may

also reflect the fact that any Ukrainian institution that has an opportunity to be a partner in a well-funded program would be foolish to turn it down.

One cannot disagree with the stated objective of academic assistance—“planting and nurturing sustainable seeds, or catalysts, to fundamental market transformation” in Ukraine (see Appendices D and E). In Ukraine, as elsewhere, partnership arrangements are typically one-on-one arrangements with a large university in a major metropolitan area. However, it is not clear that such efforts should focus on a single academic host in a major city in Ukraine rather than on a larger target audience that represents regions throughout Ukraine. Partnerships may create uneven patches of prosperity. (Kenny and Trick, 1995).

In a sense, investments in academic partnerships seem to represent something of a so-called industrial policy approach to creating academic linkages, which are likely to emerge in the natural course of academic inquiry and the exchange of research among scholars in the region. Given the increasing interaction of Ukrainian management faculty with their international counterparts, facilitated largely by increasingly available Internet links in Ukraine, it is difficult to accept the proposition that USAID funding is necessary to create Ukrainian academic linkages.

The range of program activities in the many partnership proposals precludes a reasonable estimate of program outcomes other than a participant head count. Complicating the assessment process is the fact that the proposals often fail to provide much (if any) information about the program evaluation process. Thus, it is not clear how a program is judged a success or failure when it has been completed.

It is time to expand the number of management training programs across Ukraine that will benefit from assistance activities. Assistance programs would thus provide multiplier effects in regions where the needs and program impacts would be substantially greater.

Significant levels of U.S. funding have been invested in management education programs in Kiev and Lviv during the past few years. Certainly a need continues for business training programs in these and other major population centers, and grantees have certainly benefited from such programs. However, other regions of Ukraine have greater needs and have received little or no support.

Partnership agreements have emphasized provision of undergraduate business courses, and little emphasis is devoted to institutional development (faculty training, program and curriculum development). Programs focusing on the provision of business courses do not address the primary institutional need in Ukraine. Ukrainian institutions surveyed during the recent assessment project emphasized, without exception, the need for institutional development activities. Faculty and administrators are convinced that their institutions can deliver substantive business courses, given adequate resources and training. This stance is supported by a recently completed Civic Education Program (CEP) study of Eastern European universities. The report concludes that donor groups should focus their support on institutional development activities, and target have-not regional universities, rather than well-known universities in cities commonly visited by Western academics.

Given the geographic dispersion of management training needs in Ukraine, assistance programs should focus on institutional development throughout the country.

## **Centers of Excellence**

The Scope of Work requested the identification of the best four or five Ukrainian business programs (item 3) and an assessment of how USAID might best strengthen these institutions (item 4). Although the section above (Academic Partnerships) argues against a “Centers of Excellence” approach, it is possible that USAID programming may adopt such a policy. In that event, it will be necessary to focus on academic programs the Assessment Team feels are candidates for such support.

During the project debriefing meeting in Kiev, six schools were identified as “gems.” (Profiles of these institutions, listed below, are presented in Appendix A.)

- C State Mining Academy in Dnepropetrovsk
- C Institute for Entrepreneurship (Zholty Vody)
- C Dnepropetrovsk Academy of Business and Law
- C Kherson State Technical University
- C Ternopil Academy of National Economy
- C Academy of Foreign Trade (Kiev)

The term “gems” indicates that, of the 21 institutions visited, these schools were notable in several respects. With the exception of the Academy of Foreign Trade, all were located in cities that have not benefited from extensive assistance in the past. With the exception of the Ternopil Academy of National Economy, all are located in eastern Ukraine. Two of the schools are in Dnepropetrovsk, an important business center, with an extremely well-educated population and a lack of business training institutions. Except for the Institute for Entrepreneurship, all are state-supported institutions with a relatively long history.

The six institutions are similar in several respects. Each institution is currently led by a dynamic rector who has devoted much thought to the articulation of his or her school’s future in the new market economy of Ukraine. These schools exhibited a firm commitment to outreach programs, and to providing educational benefits to students who may not have convenient access to business education. Sustainability was a top concern among the schools, reflected in the serious attention devoted to securing additional and diversified financial resources—in each case, the rectors were aware of potential funding sources (e.g., Fulbright, TACIS, International Executive Corps, Citizens Democracy Corps, and Soros Foundation, to name a few). Their facilities reflected an unusual pride in physical appearance. Finally, all of the schools focused on undergraduate business education, a feature that appealed to the Assessment Team.

Many of the sites visited exhibited some of the positive characteristics noted above. However, should USAID opt to support business programs with excellent chances of survival, growth, and service, the six schools noted above would be excellent candidates.

## **Gender Factors in Ukrainian Business Education**

The Assessment Team, focused on gender equity in business education and made a point of raising the topic during every site visit. Both members of the Team have experience in the U.S. business school environment, and understand the importance of the concept. It is probably an understatement to note that the Assessment Team had a better understanding of the issues involved than did the university representatives with whom the team met.

In the prevailing academic environment in Ukraine, questions regarding gender issues generally elicited observations about the number of women currently enrolled in programs. In most cases, respondents indicated that about half of the business students were women—up substantially during the past two years. No reasons for the change were offered during interviews. During site visits to programs offering Executive Education programs, the increasing number of women-owned businesses was cited as a reason for increased enrollments of women in business programs. However, there was little evidence of appreciation of Women in Development (WID) concepts, and equally limited evidence that Ukrainian business programs will develop an understanding of such efforts in the near future—without external guidance.

There is, however, a general understanding at the sites visited of the importance of ensuring equal access to education, particularly at the collegiate level, and a seemingly genuine desire to improve the access of women to undergraduate and graduate programs in business and management, as well as to continuing education programs. This appreciation appears to be largely market-driven, given the substantial number of well-educated women in Ukraine, all of whom present an attractive commodity to business education institutions.

It is the opinion of the Assessment Team that gender objectives may be achieved by constant reiteration of the concepts in all discussions with administrators of business education institutions, and by providing guidance on the issue during USAID finance training sessions. For example, the Management Education and Training Consortium (METC) suggested above would provide an excellent forum for such guidance. Some objectives may also be achieved by informing Ukrainian business women of organizations such as the European Women’s Management Development Network (Appendix H), and the increasing number of similar organizations throughout the CEE/NIS region.

## **Ukrainian Association for Management Development**

During the project, the Assessment Team was asked to review a proposal to establish the Association of Business Schools in Ukraine. Two documents were provided:

- C     *Establishment of, and Support for, an Association of Business Schools in Ukraine*
- C     *The Draft of the Statute—Association of Business Schools*

The team was informed of interest by the European Training Foundation (ETF), and contact information was provided for Margit Ostman of the ETF (margit\_ostman@etf.it). Subsequent to the visit, Dr.

McConnell contacted Ms. Ostman, to request additional information about the interests and intentions of ETF and TACIS. Ms. Ostman responded and noted that ETF has yet to develop specific intentions regarding the association. Her ultimate interest, as project officer, is to ensure that any future TACIS support for the association be provided by several organizations with an interest in Ukraine.

As of the date of this report, information about the organizational status of the association has been provided by Professor Vladimir Cherevan (icmr@olinet.isf.kiev.ua). Professor Cherevan is rector of the International Institute for Market Relations and Entrepreneurship in Kiev. He has reported that the founders of the association met on June 5, 1997. Founders attending the organizational meeting with Professor Cherevan were representatives of the Ukrainian League of Industrialists and Entrepreneurs (Deputy Director Vladimir Kungurstevev), the Association of Ukrainian Banks (President Alexander Sugonyako), the League of Insurance Organizations (Financial Director Ivan Slipets), the National Economic University (Pro-Rector Tatyana Obolenskaya), the Kiev Graduate School of Banking (Dean Galina Osipenko), the Farmers Association (Vice-President Vladimir Tsy), as well as representatives of the Financial and Economic Institute (Feodosiay, Crimea) and Ukrinkobank.

The group adopted a name for the association (Ukrainian Association for Management Development) and agreed that all expenses associated with initial registration would be allocated among the above-noted founding member organizations. As of the date of this report, the organizing statute is being revised and the association hopes to be registered in the near future. Based on a review of association draft documents received during the visit to Ukraine, and subsequent information collected, it is the opinion of the Assessment Team that USAID should not participate in funding the association at this time. Rather, USAID should direct resources toward more immediate business education needs in Ukraine. The following observations provide justification for the opinion:

- C An early association document pointed to RABE (Russian Association of Business Education) and CAMAN (Central Asian Foundation for Management Development) as organizations that have been successful in providing a “forum for debating common issues and problems.” Dr. McConnell is routinely involved in the activities of RABE and CAMAN, as well as CEEMAN (Central and East European Management Development Association), and is quite familiar with the activities of these associations. A common characteristic of these organizations, especially RABE and CEEMAN, is that they have relied largely on their own resources to develop capabilities, and have created seminar programs to generate supporting revenue. Of the three noted above, CEEMAN has been the most successful in efforts to enhancing the professionalism of business schools in the Central/East Europe (CEE) region.
- C Given the apparent entrepreneurial energy exhibited by the Ukrainian Association, external support may be delayed until something other than initial organizational activities can be demonstrated. With increased opportunities for professional interaction via the Internet, the Ukrainian Association for Management Development has an opportunity, and a responsibility, to develop internally before soliciting assistance from external funding organizations.

- C Support in the form of advice and experience exists throughout the world, in the form of regional management development organizations. Appendix J lists of relevant organizations collected from the American Assembly of Collegiate Schools of Business (AACSB), the accrediting organization for U.S. business schools.

### **Internet Linkages for Ukrainian Business Schools**

Scholarly exchange on the Internet has become a prime concern and interest of faculties and students at universities around the world. Given the relative “information deprivation” experienced by Ukrainian scholars for many years, it is not surprising that the Assessment Team found keen interest in Internet access at every site visited. Since both members of the Assessment Team are active users of the Internet and relevant technologies, the Team considered during the initial site visits recommendations for USAID assistance in this area. However, after returning to the United States, and examining the Internet capabilities that currently exist in Ukraine, the Assessment Team now feels that USAID support for such infrastructure investments is not advisable. Although the need for Internet links exists, those needs are being met by universities throughout Ukraine. Furthermore, other programs to facilitate Internet linkages are in place, and have a comparative advantage in the effort to provide the necessary linkages.

The Team has devoted some time, since its return to the United States, to an examination of the current Internet/World Wide Web situation in Ukraine. The extent to which Ukrainian universities and Internet providers are developing communication capabilities is most impressive. For example, as of June 1997 there were in excess of 200 World Wide Web sites. Many of the Web sites are housed at universities. Thus, access problems at Ukrainian universities (and business schools) seem to be problems local access, rather than international access.

Solutions (more personal computers, local access lines) are thus a matter of negotiation between academic units desiring access and university departments capable of connecting the academic units to the world of the Internet. Many of the sites the Team visited were well stocked with necessary personal computers (and software), and other sites were convinced that “entrepreneurial energy” would ultimately provide the stock of personal computers necessary to support the Internet needs of faculty and students.

USAID assistance in developing Internet linkages would result in some duplication of assistance. Several international organizations with extensive experience in developing Internet facilities and linkages in the CEE/NIS regions have ongoing programs. Thus, it seems that the linkage problem may be addressed by providing information about existing programs such as the Internet Outreach Program of the Open Society Institute (Appendix G), and the Civic Education Program (CEP) On-Line Partners Program (Appendix H). The amount of funding necessary to initiate a USAID-financed Internet linkage program in Ukraine would seem to be uncalled for, given the numerous other needs that can be satisfied with less funding.

## **RECOMMENDATIONS**

## **Need for Instructional Materials**

With few exceptions, the primary stated need was access to modern instructional material that could introduce business students to standard (Western) management topics. Based on visits with faculty and administrators, and tours of several libraries, it is clear that past book donation programs have resulted in an uneven distribution of American texts across Ukraine. Some schools have extensive collections of American texts, provided by various funding programs or by American faculty who have visited under a variety of exchange programs. Other schools (especially away from the major population centers) have few, if any, modern and/or American texts.

One way or another, U.S. books have been arriving at selected Ukrainian business schools since the early 1990s. Consequently, those schools with a base collection of business books are now requesting intermediate and advanced texts in various business disciplines. Furthermore, there is an increasing need for ancillary material routinely available to professors in Western countries—Instructor’s Manuals, Case Books, Simulations. These supplemental publications permit faculty to engage in more intensive preparation and more professional presentations to students. Student access to these materials will substantially broaden their experience and provide an opportunity to (ultimately) compete with business graduates from other countries.

During site visits, the need for texts was often expressed in sequential terms. The immediate need is for a substantially increased supply of U.S. texts for class use. A subsequent, but not necessarily immediate, need is a system to facilitate the translation of United States texts into Ukrainian.

Programs to provide U.S. texts would satisfy two educational objectives. The first is the desire for faculty and students to have access to U.S. texts, which are generally acknowledged to be excellent, in terms of content, exposition, and cosmetics. Since many Ukrainian management programs also emphasize the acquisition of English-language skills, U.S. texts would provide a practical element to language instruction programs.

The translation element was considered important to the process of expanding the Ukrainian-language inventory of educational materials, and to expand professional writing opportunities for Ukraine professors. Two programs that can be responsive to the above-noted needs are currently in place—the Sabre Foundation Book Donation Program and the USIA Book Translation Program. Essential features of both programs are provided below. Sabre Foundation book donation programs in Ukraine offer the opportunity to supply necessary instructional material fairly quickly. The book translation option provided by USIA appears to be more labor-intensive; positive results may be more a matter of marshaling the voluntary efforts of American academics than funding.

The following discussions regarding Sabre and USIA are summaries of information provided by representatives of both organizations.

### **Sabre Foundation Book Donation Programs**

### *Overview of Current Sabre Foundation Projects*

Sabre Foundation, Inc., specializes in providing college-, secondary-, and elementary-level educational materials to institutions and individuals in Eastern Europe, the former Soviet Union, and selected countries in other regions of the world. Sabre Foundation is a tax-exempt 501(c)(3) charitable organization registered as a private voluntary organization (PVO) with USAID.

Since 1986, Sabre has donated more than two million new books and journals through its on going programs in Belarus, Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Kazakhstan, Kyrgyz Republic, Latvia, Lithuania, Poland, Slovakia, Russian Federation, Ukraine, and Uzbekistan. Sabre programs are also currently being established in Bosnia and Herzegovina, Ghana, Grenada, Romania, South Africa, the West Bank and Gaza, and for Tibetan schools in India. In addition, Sabre has worked independently and with other organizations to send books to Albania, Armenia, Azerbaijan, Cuba, former East Germany, Eritrea, Ethiopia, Georgia, Kenya, Nepal, People's Republic of China, Romania, Slovenia, Tajikistan, Turkmenistan, Uganda, and in cooperation with the Peace Corps, to 20 additional countries in Africa and Asia.

Scholars, students, scientists, researchers, medical professionals, lawmakers, and fledgling entrepreneurs are among the beneficiaries of Sabre shipments. More than 200 American and European publishers have contributed new texts in business and economics; English language and literature; science and engineering; computer science; medicine, nursing, and health care; law and government; and political and social science. Sabre also administers a program to purchase books and journal subscriptions at reduced cost and places private libraries and special collections with institutions abroad.

In each country where Sabre is active, a designated nonprofit partner organization administers the program. Partners select titles and quantities of books from inventory lists provided by Sabre. The books and journals are then packed at Sabre's warehouse and sent in ocean freight containers (holding approximately 20,000 books). Partners are responsible for identifying recipient institutions nationwide. Established programs receive from one to three containers per year, depending on the size of the program and the availability of funding.

### *Sabre Foundation Book Donation Costs*

The evaluation team contacted Tania Vitvitsky, Project Director at the Sabre Foundation. She has extensive experience in the distribution of books to Ukrainian educational institutions, and has kindly provided some additional details. Of all the recommendations, the book recommendation presents perhaps the greatest potential variation in cost, depending on the level of support desired. The information below presents one variation, based upon recent experience, and on the logistical considerations involved in moving to a more intense level of distribution in Ukraine.

Based upon informal inquiries to the Sabre Foundation, over an 18 to 24 month period, 25 to 30 business schools in Ukraine can be provided with classroom texts and ancillary materials as well as library

collections. This period was extended to 3 years in the illustrative program budget incorporated into this report. Texts can be at the introductory and/or intermediate level, and ancillary materials are readily available. The precise configuration, to achieve the greatest impact on business education, may require a needs assessment. A feature of interest in a needs assessment would be the determination of the ratio of library books to classroom texts.

The project would deliver twelve, 40 foot containers each holding approximately 20,000 donated books and other educational materials (about 240,000 +/- books). If delivered to 25 business schools, each school would receive about 9,600 books. If delivered to 30 business schools, each schools would receive approximately 8,000 books.

The project would require some In-country transport, warehousing, and distribution costs, which cannot be presented with precision at this stage. Currently, the Ukraine logistical coordinator is Sabre-Svitlo, a nationally registered NGO and Sabre's Ukrainian partner organization since 1990. Responsibilities of the coordinator include customs clearance and in-country coordination and distribution from regional distribution points in Ukraine. A needs assessment can identify appropriate distribution points, but geography suggests that Lviv, Kiev, Kharkiv, and Odessa represent initial logical choices. The possibility exists that up to six distribution sites might make sense, with perhaps 2 book containers delivered to each of the six sites.

Given available budget, the Project Director has noted that some funds could be used to purchase and distribute the series of Sabre-Svitlo Ukrainian-language translations (\$10 for a set of 5 books, identified in the Sabre Foundation profile).

From the very general information provided, this program configuration might cost approximately \$330,000. The procurement of the book series, "A Library of Small Business" would cost \$30,000. The shipment of book containers would account for \$192,000 of the cost and in-country warehousing and distribution \$48,000. The remaining amount would go towards program management. Costs could vary greatly depending on the number of distribution sites considered appropriate, and the numbers (if any) of the Ukrainian-language translations included in the program.

The Project Director has reported that she would be pleased to discuss the above-noted option, and variations of that option with the USAID mission in Kiev. Line-item budget information is available and can be presented on request. The contact information:

Tania Vitvitsky, Project Director  
Sabre Foundation  
872 Massachusetts Avenue, Suite 2 - 1  
Cambridge, MA 02139  
Tel: (617) 868-3510  
Fax: (617) 868-7916  
E-mail: [tania@sabre.org](mailto:tania@sabre.org)

### *Sabre Foundation Activities in Ukraine*

Sabre Foundation's partner organization in Ukraine is the Sabre-Svitlo Foundation, which is currently publishing a five-book series, "A Library of Small Business," aimed at the growing number of business managers and entrepreneurs in the private sector of the Ukrainian economy. Details of the publication program were published in the July 28, 1996, issue of *The Ukrainian Weekly*. As noted in that discussion, the Sabre Foundation participated in the project by negotiating exclusive Ukrainian-language rights with American and British publishers of the original English-language editions.

Titles in the series are:

- C *Do Your Own Market Research* by Paul N. Hague and Peter Jackson (London: Kogan Page, Ltd.)
- C *Your Small Business Made Simple* by Richard R. Gallagher (New York: Doubleday)
- C *Economics in One Lesson* by Henry Hazlitt (New York: Crown Publishers)
- C *The Greatest Little Business Book* by Peter Hingston (Scotland: Hingston Associates, Perthshire)
- C *The Greatest Sales and Marketing Book*, by Peter Hingston (Scotland: Hingston Associates (Perthshire))

The Sabre-Svitlo Foundation is now sending sets of the books directly to business managers and management students. To achieve its distribution, the foundation is seeking donations from companies, organizations, and individuals with Ukrainian links. The cost of each five-volume set is \$10.

Information is available from:

Mrs. Olha Isaievych  
Sabre-Svitlo Foundation  
4 Kozelnytska  
290008 Lviv, Ukraine  
Tel/Fax: (380-42) 42-74-42  
E-mail: alex@sabre.lviv.ua

### United States Information Agency Book Translation Programs

The United States Information Agency (USIA) is involved in book translation programs in developing/transition countries. The program, which varies by region, is under the jurisdiction of the USIA Information Bureau (formerly the Bureau of Educational and Cultural Affairs). Dr. A. Chris Eccel, Information Officer for the Near East Region, has provided information about the translation process in his region.

In general, USIA is not staffed to provide systematic assistance in book translation. All translation programs for the CEE/NIS countries occur at the initiative of the United States Information Office (USIO) of the U.S. embassy of the country in question. For example, if a program is to happen in

Azerbaijan to translate a book into Azairi, it will be the decision of that office, and the costs will be covered by that office's budget.

To initiate a book translation in Ukraine, it is necessary to contact the United States Information Service (USIS) office in Kiev, and explain the translation needs to the USIS officer. The USIS officer handles, with only a small staff, all U.S. government press, educational, and cultural affairs. The book program is only one of many programs the officer can chose from to meet country plan objectives. Most posts will generally welcome translation ideas from individuals with appropriate background and experience.

When a USIS post decides to act on a book translation project, it locates a local publisher who is interested in the project, and either the post or (more usually) the publisher arranges for a translator (usually in-country). The post supplies a subsidy (usually in the form of a book "buy-back" arrangement for a share of the print run the post might use in its programming).

USIA/Washington has a copyright office that will approach the U.S. publisher to secure the copyright for a print run of a given size. USIA or the post usually pays for the copyright. In some cases the local publisher approaches the U.S. publisher directly for the copyright. Some countries such as China complete several book translation projects a year, while some smaller countries do none or do them only infrequently.

Information is available from:

Dr. A. Chris Eccel  
USIA Information Bureau  
E-mail: [ceccel@usia.gov](mailto:ceccel@usia.gov)

### **SABIT-type Program for Educational Administrators**

Without question, management training institutions will play a pivotal role as providers of training and advice to the Ukrainian business community and as facilitators of dialogue among the business community, the institution, and the central government. Given the importance of these institutions, management training should not be limited to the training of business managers.

Dietl (1993), using the term "internal educational gap," succinctly outlines the management problems faced by educational managers in transition economies. He notes that the gap results primarily from:

- C the failure of existing educational programs to prepare students for competition in market economies
- C the extremely slow pace of educational reform compared with the rapid pace of economic reform and
- C the difficult financial circumstances currently confronting educational institutions.

One can argue that enhancing management skills of academic administrators is an important objective. In many ways, the problems faced and management skills required by business managers and educational managers are similar. For example, both sectors face increased competition, decreased government support, high inflation, increasingly selective clients, and a product orientation that is not suitable for their markets.

Administrators visited during the project expressed interest in and would benefit from more formal exposure to common management problems, which have been adapted to reflect the special characteristics of educational institutions. For example, academic managers could benefit from greater skills in the following topics, all of which are important areas in business management courses: measures of performance and decision support incentives and rewards staffing and redundancy organization and information. Other topics could be listed.

*SABIT (Special American Business Internship Training Program)*, managed by the International Trade Administration, U.S. Department of Commerce, may provide a useful model for such a program (Web address:<http://www.itaiep.doc.gov/sabit/sabit.html>).

SABIT places NIS executives and scientists in American firms for three- to six-month internships to gain firsthand experience in a market economy. Deans of U.S. business schools, in general, evince keen interest in the internationalization of their programs, so an adequate number could be expected to host their counterparts from Ukraine.

As in private-sector enterprise restructuring and organizational development, change must be initiated at the top. Groups of rectors, pro-rectors, deans, and Ministry of Education officials should visit business schools, universities, and supporting organizations throughout the United States during 1997 and early 1998. The visitors would thus have an opportunity to observe how U.S. management training schools are structured, funded, and managed.

One possible objective of such a program is to schedule visits to coincide with selected educational management programs deemed most critical to selected visitors. Most aspects of educational management in the United States are supported by an extensive array of organizations that provide continuing education opportunities and current-awareness programs of current interest for university administrators. For example, a recent issue of the *Chronicle of Higher Education* noted the following forthcoming programs:

- C Strategic Education Marketing for College/University Executives
- C Summer Institute in Alumni Relations
- C Business Management institute
- C Education Law Institute
- C New Deans' Institute
- C Managing Capital Campaigns

The agenda developed for such a program should certainly include meetings with representatives of the American Assembly of Collegiate Schools of Business (AACSB), the U.S. Department of Education in Washington, and selected state legislative and executive branch representatives involved in funding and regulation of higher education. Visits with Boards of Trustees would also be appropriate.

These carefully orchestrated visits to U.S. business schools and government institutions would provide a foundation for a subsequent USAID-sponsored conference on sustainability and advancement of business education in Ukraine (see the section on Conference on Empowering Ukrainian Business Schools).

The name for such a program should stress its peer or partnership features and could be called the Management Education Partnership Program (MEPP).

#### *Cost Estimates for a SABIT-type Program*

The evaluation team contacted the SABIT staff in Washington, and requested budget information for the type of program outlined above. Elizabeth Shields has extensive experience in organizing and managing such programs, and has kindly shared budget information with the team.

The program outlined above is similar to "SABIT Specialized Programs," which organize visits to the U.S. of individuals in a single profession or discipline. Our recommendation envisions visits by Ukrainian Rectors, Deans, and Directors, who would travel as a group to selected university sites, and to organizations which accredit business schools in the U.S.

SABIT budget experience, for groups of 25 professional, indicates that the usual cost of a group visit is approximately \$100,000 (approximately \$4,000 per person), not including administrative costs. A Specialized Program provides round-trip airfare, local transportation, lodging, translation services, per diem, and medical insurance. (Cost estimates for each category are available, if needed).

Given the number of academic programs in Ukraine which would benefit from a SABIT-type program for academic administrators, at least two—and perhaps as many as three—cycles of visits (total of 50 to 75 professionals) would seem appropriate. Thus, the cost of such a program would be between \$200,000 and \$300,000. For the purposes of the illustrative budget, the evaluation team assumed three programs over a three year period at a slightly higher cost.

Ms. Shields indicated that SABIT often serves as advisers to groups which want to be involved in Specialized Programs. Furthermore, she kindly agreed to act as an information contact for the USAID mission in Kiev. She can be contacted at the following e-mail address: [shieldse@usita.gov](mailto:shieldse@usita.gov)

### **Conference on Empowering Ukrainian Business Schools**

Solutions to key problems and obstacles confronting Ukrainian business education will require the cooperation of many parties, including government officials, academic administrators and faculty, and outside funding agencies. Based on discussions with academic administrators throughout Ukraine, the

Assessment Team recommends that all interested parties be invited to participate in a conference to be held in late spring or early summer 1998. The two major conference topics would be financial sustainability and academic regulation, both of which are discussed below.

### Financial Sustainability

Sustainability is a continuing challenge facing all educational institutions in Ukraine. The state budget for higher education has declined precipitously, and during the past year, faculty at state institutions remained unpaid for many months. More recently, state funding has been limited to payment of salaries, leaving nothing for investments in computing, libraries, facilities maintenance, and other important infrastructure needs.

Some institutions have found innovative alternative financing sources. Several institutions have responded creatively to revenue challenges by internal restructuring and development of revenue-generating enterprises. Information about innovative financial activities should be shared with representatives of educational institutions throughout Ukraine.

In addition, representatives from the central government (for example, Ukrainian Ministry of Finance, Ministry of Education) and outside funding agencies (for example, The World Bank, TACIS, Soros Foundation, Eurasia Foundation) should participate in the process of developing solutions to the current funding difficulties.

### Academic Regulation

Academic policy and accreditation should be a second focus of the conference. During interviews, many business school administrators expressed frustration with the rigidly prescribed state curriculum that prevents them from addressing the actual needs of business and industry. The conference should therefore address such issues as:

- C     What is the Ministry of Education doing?
- C     What should the Ministry be doing?

Many administrators expressed concern about Ministry of Education regulations that specify the number of students each academic program can enroll, and the structure of academic programs. The Ministry of Education mandates 75 percent of the courses (by topics) and permits the schools to develop and offer 25 percent of the courses the institutions deem to be responsive to the needs of businesses and business students.

The impact of the Ministry of Education on management training in Ukraine has been noted during several site visits. With one exception (noted below), the prevailing opinion is that the Ministry exercises too much control over management training programs. There is general agreement that maintenance of academic standards is important. However, standards and flexibility are not mutually exclusive. There is

general concern that the Ministry is more interested in control than in the design of academic programs to meet managerial training needs in Ukraine.

There appears to be some difference of opinion on the issue across state and private institutions. In general, state institutions are less concerned about control than their private counterparts. The difference reflects an underlying antagonism between the two educational sectors. Administrators at state institutions often noted that private institutions are more interested in making money than in providing quality education. Representatives of private institutions commonly noted that state institutions are not responsive to the new educational needs of a market economy. Ameliorating this conflict somewhat is the fact that institutions in both sectors are useful to one another. Private institutions almost invariably use faculty from state institutions, which in effect serves as a “faculty retention” device for state universities.

In spite of a natural rivalry between state and private institutions, harmonious relationships between them were frequently observed during our site visits. Many state institutions have been instrumental in creating private management training programs to develop a revenue base for program and faculty expansion. At the moment, state funding can be used solely for the payment of faculty salaries. Thus, administrators must look to private tuition to expand computer and library facilities, and for physical plant maintenance.

There is general support, at the sites visited, for a national conference on the many topics related to institutional sustainability and academic regulation. However, academics have attended many conferences that do not produce results. Extensive preliminary work and careful organization of the conference itself is necessary if it is to result in practical policy recommendations and outcomes.

#### *Cost Estimates for Conference on Empowering Ukrainian Business Schools*

Budget estimates for support of this recommendation are difficult to develop with any precision, due largely to the uniqueness of the suggested program. The evaluation team is not aware of other programs which have invited the participation of a national audience (number of potential participants not known) of postsecondary educators and government officials responsible for national educational policy. The extent to which the above-suggested sequencing is necessary/appropriate adds to the budgeting difficulty.

The discussion above notes the many institutions which should have an interest in the results of the conference. Many of the institutions have substantial funding capabilities, and may well have a more direct interest in the outcomes than does the USAID Mission in Kiev. Given the imperatives identified in the other recommendations, and the importance of cost-sharing across institutions, the evaluation team suggests that USAID consider a modest investment in the Conference perhaps on the order of \$50,000 to reflect USAID interest in supporting activities which improve the ability of the educational community in Ukraine to identify and address national problems limiting the ability of Ukrainian business training institutions to develop world-class academic programs.

#### Conclusion

USAID should consider support for a conference for representatives of institutions in Ukraine and Eastern/Central Europe on innovative ways to finance and structure their sustainability.

It would be useful to organize oblast/regional meetings to identify current obstacles to management education in Ukraine. A scientific committee of deans, rectors, and directors could be organized initially to identify specific problems and suggest specific solutions. Subsequently, a national conference could be organized (perhaps at a site in Crimea), with the involvement of USAID, The World Bank, the European Management Development Fund, and the European Center for Higher Education (Budapest).

### **Management Education and Training Consortium (METC)**

Business education in Ukraine requires a thorough retraining of Ukrainian business faculty and up-to-date texts and other instructional materials.

There have been many experiments with retraining programs in Eastern and Central Europe. Most have focused on one-to-one institutional partnerships that have limited impact throughout a country; others have financed visits of large numbers of faculty to prestigious U.S. institutions for expensive faculty development programs.

The Assessment Team recommends that USAID support the establishment in Kiev of a Management Education and Training Consortium (METC). Beginning fall 1998, this program would provide ongoing retraining of Ukrainian faculty in business content and teaching techniques, collaborative involvement in research activities to create and sustain a research tradition in business education, and locally relevant teaching materials.

The fundamental purpose of METC would be to provide training in the content and teaching methodology of general management education to business faculty throughout Ukraine. The program would be situated in Kiev or another central location to minimize the cost of travel and accommodations. The faculty for such a program would include visiting U.S. professors and the best local Ukrainian faculty. Participants would include business faculty from institutions throughout the country. The curriculum, a general management program, would provide traditionally specialized Ukrainian faculty with an appreciation for the full spectrum of management disciplines (CBK) and their interrelationships. This would provide an experiential basis for the local faculty to develop the business curriculum at their own institutions. The program would focus on a range of teaching techniques to encourage faculty to break out of the traditional lecture format into more active learning methods.

The delivery format for this program could be intensive modules during times when faculty are generally available, or weekend courses similar to an executive M.B.A. program.

In addition to the teaching focus, METC would establish mechanisms for U.S. and Ukrainian faculty to collaborate on research projects to develop case studies and teaching materials relevant to Ukrainian circumstances. This would also serve to mentor Ukrainian faculty into the process of applied research and publication.

It should be noted that METC is not an association that might duplicate any efforts by TACIS to create a Ukrainian Association for Management Development. Rather, METC is a project for faculty development and retraining, which will foster collaborative research and improved instructional techniques for business professors in Ukraine.

#### *Cost Estimates for the METC Program*

The evaluation team has surveyed existing programs in Central and Eastern Europe which might offer models, and cost approximations, for the METC Program. One successful program in Poland appears to offer an opportunity to form the basis for the METC Program in Ukraine.

For several years, the Jagiellonian Business School and the U.S. Consortium for Management Education in Central and Eastern Europe have presented an annual Faculty Development Workshop in Krakow, Poland. Dr. Nelson Lacey, of the University of Massachusetts is the Program Coordinator of the Consortium. He has graciously provided cost estimates from his program. Appendix K presents the formal "Call for Participation" and provides an overview of the intent and content of the Workshop.

The Consortium has been organizing Faculty Development Workshops for the past few years. Initially, the workshops focused on teaching pedagogy and invited participation of more junior faculty. Recently, the program have expanded, to include a focus of cooperation among Central and Eastern European Business schools. Recent programs have attracted Rectors, Deans, and Directors of business schools, as well as faculty from business programs in the region.

Dr. Lacey reports that the Consortium has been able to organize and deliver 10-day workshops for between \$75,000 and \$100,000 each. This includes room, board, and conference facilities for about fifty people. The Consortium staff includes six U.S. faculty and about the same number of CEE faculty, each earning a stipend. The budget pays all travel expenses for workshop faculty. The program subsidizes travel for all workshop participants, and each participant receives a small per diem. Dr. Lacey notes that many incidentals are included in the budget totals noted above. Finally, the budget provides for administrative stipends for a small staff, which manages the Consortium year round.

For the purposes of the illustrative budget, the evaluation team assumed that the program would be administered by an appropriate local or American organization and assumed, slightly higher yearly cost of \$133,356 over a period of three years.

Dr. Lacey has reported that he would be pleased to provide more budget and operational details of the Workshop. He also indicates that the Consortium would be pleased to participate in the development of the METC in Ukraine. The contact information:

Dr. Nelson Lacey, Chair  
Department of Finance and Operations Management  
School of Management  
University of Massachusetts

Amherst, MA 01003  
Tel: (413) 545-5620  
Fax: (413) 545-3858  
E-mail: nlacey@gbfin.umass.edu

## Summary of Recommendations and Estimated Costs

<i>Recommendation</i>	<i>Estimated Cost</i>
<p><b>Sabre-type Book Distribution Program</b> Ship and distribute donated textbooks as well as library and ancillary materials to Ukrainian business schools.</p> <p>C approximately 240,000 books could be distributed over a period of 18 to 24 months, though the attached budgets stretches this activity over 3 years</p> <p>C texts would go to approximately 25 to 30 business schools (9,600 or 8,000 books per school)</p> <p>C likely distribution points: Lviv, Kiev, Kharkiv, Odessa</p> <p>C Sabre-Svitlo Ukrainian-language translations can also be purchased.</p> <p>C would most likely require a needs assessment before implementation</p>	<p>Procurement of “A Library of Small Business”: \$30,000 Shipment of Book Containers: \$192,000 In-country warehousing, distribution: \$48,000 Subcontractor’s Project Mgmt./Monitoring: \$60,000 <b>TOTAL ESTIMATED COST: \$330,000</b></p>
<p><b>Management Education Training Consortium (METC)</b> A series of 3 yearly business school faculty development workshops along the lines of an existing program at Jagiellonian Business School in Krakow, Poland.</p> <p>C Rectors, Deans, Directors, and faculty of business schools attend workshops in teaching pedagogy, skills development</p> <p>C promotes cooperation and knowledge-sharing among CEE/NIS business schools</p> <p>C 10 day workshops for approximately 50 participants</p> <p>C consortium staff of 6 U.S. and 6 CEE/NIS faculty (stipended/full travel/per diem)</p> <p>C consortium provides room, board, conference facilities, per diem and subsidized travel for participants</p> <p>C minimal support for year-round administrative staff</p>	<p>Yearly METC Cost: \$133,356 <b>TOTAL ESTIMATED COST: \$400,068</b></p>
<p><b>SABIT-type Program</b> A program along the lines of a SABIT “Specialized Program” for Deans, Rectors, and Directors of Ukrainian business schools to travel as a group to the U.S. to visit U.S. business schools and accrediting organizations</p> <p>C groups of 25 professionals</p> <p>C program covers participant airfare, lodging, local transportation, per diem, translation, and medical insurance</p> <p>C 3 cycles of 25 participants per cycle recommended</p>	<p>\$130,650 per cycle of 25 participants 3 cycles recommended <b>TOTAL ESTIMATED COST: \$391, 950</b></p>
<p><b>Conference on Empowering Ukrainian Business Schools</b> Bring together government officials, academic administrators, faculty, and individuals from the private sector and outside funding agencies to participate in a national conference on empowering business schools. Potential topics might include financial sustainability, academic regulation or meeting the needs of the private sector.</p>	<p>Total conference costs would vary depending on location, number of participants. <b>Recommended \$50,000 USAID contribution.</b></p>
<b>Estimated Administrative Costs</b>	<b>\$150,363</b>
<b>TOTAL ESTIMATED CONTRACT COST</b>	<b>\$1,421,743</b>

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Cut and paste illustrative program budget here.**

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## **Appendix B: A Survey of Business Education Institutions**

This appendix presents Assessment Team notes based on face-to-face interviews with representatives of 21 Ukrainian institutions that provide business and management education. The information and/or statistics are presented as received, and may contain certain inaccuracies. The institutional profiles are presented in the sequence in which they were visited.

### **International Management Institute (IMI), Kiev**

19 Panasa Myrnoho St.  
Kiev, 252011  
Tel: (380 44) 290-3352  
E-mail: bohdan@mcimi.freenet.kiev.ua  
Bohdan Budzan, Director General  
Pavlo Sheremeta, Director, Public Relations and Marketing  
Genady L. Kanishchenko, Deputy Director General

IMI was established in 1989 as the first M.B.A. program in the former Soviet Union. A joint venture between IMD in Lausanne, Switzerland, and the Ukrainian Academy of Sciences, IMI has a good network of links with foreign schools and has three Peace Corps volunteers assigned to it.

IMI offers a one-year M.B.A. program that enrolls 187 students, including 67 in the part-time evening program. Nearly all classes are taught in Russian. All M.B.A. students have an opportunity for short internships or study tours abroad. There are several M.B.A. cohorts studying simultaneously, including a specialized M.B.A. in banking supported by Barents (for university professors at other institutions), and a prospective M.B.A. in the energy sectors funded by USAID. There are also short, customized executive education programs. A new Ph.D. program enrolling eight students, some of the IMI faculty, has just begun, with no tuition charge. IMI receives considerable external grant support from USAID, Soros, TACIS, the British Know-How Fund, and the British Council.

IMI has a clear view of its niche as a small, elite institution offering a top-quality M.B.A., executive programs for top management, and consulting. It sees itself as a leader and its management team has a clear conception of how to manage a business school, including alumni relations, faculty and curriculum development, and, very important, research.

While its current programs are self-supporting, IMI has a clearly articulated set of developmental priorities. It wishes to develop more linkages, both abroad and within Ukraine. This supposes partnership programs with foreign institutions and creation of an association of business schools in Ukraine. IMI wishes to enhance the quality of its programs, particularly in curriculum development and such teaching techniques as case studies and computer simulations. IMI would like to become a center of instructional innovation and development in the country. The Institute seeks to develop a stronger research program, focusing on entry strategies of foreign firms in

Ukraine, exporting by Ukrainian enterprises, and restructuring of Ukrainian firms. In this connection, IMI would like to establish a management journal or magazine. The Institute needs to develop its library information systems, including the CD-ROM and journal collection, as well as generalized access to the Internet. IMI would like to develop a two-track (Ukrainian/English) M.B.A. program.

### **Ukrainian Academy of Foreign Trade**

57a Chigorina Str.

252042 Kiev-42

Tel: (380 44) 269-25-55

E-mail: natali@uaft.isf.kiev.ua

Alexander A. Kirichenko, Rector

Anatoly D. Yatchenko, Vice-Rector

The Academy of Foreign Trade is a creation of the Ministry of Foreign Economic Relations and Trade. It receives a budget from the Ministry, although the state portion of the budget has shrunk from 90 percent in 1996 to 40 percent today. The Academy has strong relations with several government ministries and its goal is to provide education that facilitates integration of Ukraine into the world economy and export success of Ukraine enterprises.

The Academy offers a broad range of programs, including a two-year master's in International Management degree program to 150 students, a Ph.D. program, short training courses, a one-and-a-half year retraining program for 300 scientists and engineers, and a research program on global markets. Students come from government ministries, regional agencies, and private companies. Faculty teach part-time and are primarily seconded from government ministries. The master's program includes 40 percent second-language instruction. Students participate in two internships, one at the end of each year. The program has a very practical, applications-based orientation.

In a recent initiative, the Academy is pursuing a regionalization strategy in conjunction with state universities. The first initiative is a joint venture with Kherson State Technical University, signed April 19, 1997. The partners will offer the first year of the Academy's master's degree program in Kherson, and the second year in Kiev.

### **International Centre of Privatization, Investment and Management**

Eugene Pottier

252057 Kiev

Tel: (380-44) 230-2624

Yevhen G. Panchenko, Director

The Centre was established in July 1993 by decision of the Cabinet. It receives funding from George Soros, amounting to about 30 percent of its budget. Annual income is about \$1.5 million. The Centre offers nondegree programs, specialized, skill-related courses for company executives,

and a four-course certificate program with the Chartered Institute of Marketing. Also offered is a long-term program of one week per month for one or two years. Each year, there are about 6,000 participants in the courses. The Centre employs 10 full-time instructors, most of whom were university faculty. The Centre has concluded a joint venture with the International Business School of Kiev-Mohyla University.

### **National Academy of Management**

26 Panasa Myrnoho St.

Kiev 252011

Tel: (380-44) 290-8056

Fax: (380-44) 290-8924

E-mail: nam@nam.kiev.ua

Sergiy A. Yerokhin, President

Sergiy B. Khromonogov, Pro-Rector

The National Academy of Management was the first private educational institution established in Ukraine (1992) and accredited with the right to grant a state diploma. Its president, Sergiy Yerokhin, sits on the Praesidium of the national accreditation body. The Academy offers a four-year bachelor's degree and a 1 1/2-year master's degree program. There are 2,000 full-time and part-time students enrolled, who pay tuition of \$770 per semester. The size of the tuition fee excludes many students who would like to attend. This revenue is taxable at a rate of about 60 percent. The Academy has distinguished its programs by offering general courses in various subjects like accounting, finance, and economics instead of the extremely specialized courses that are typical of state institutions. As an accredited school, the Academy is confined by regulations maintained by the Ministry of Education concerning curriculum.

About 70-80 percent of the program of study is mandated, requiring some creativity in the content and nomenclature of courses. The Academy also offers a wide array of law courses, which is unusual for a business school in Ukraine.

The Academy has a relationship with the University of Lancaster in England. In addition, about five years ago, it signed an agreement with Long Island University intended to attract Academy students to the United States for a period of time, but the high cost deterred success. The Academy is financially strong, but identifies internships abroad for its students as an area of need.

### **Kiev Polytechnic University, Kiev**

Str. Peremokhy 37

Kiev

Tel: (380-44) 274-6913

Dr. Alla Starostina, Faculty of Marketing and Management

Kiev Polytechnic is a large, sprawling institution. The Faculty of Marketing and Management was established in 1992, and is the oldest at any state institution. It enrolls 2,000 students, with

400 new enrollees each year. There are three departments—marketing, management, and information systems. The Faculty has recently published the first industrial marketing textbook in Ukrainian. The Faculty offers a five-year full-time program, and a two-year course for individuals who have a first engineering degree. There are also short programs of one, three, and six months durations. A wide array of 22 different courses in marketing is offered. There are 15 applicants for every place, and only the best students are accepted into this free program. In addition to the regular programs, a private entity, the International Finance University, has programs in both finance and marketing, with 100 students in each (this number is licensed and strictly observed). The second tier of applicants to the Faculty enroll in this program, and students in these programs pay \$1,500/year for the two years. The Faculty needs personal computers and library/information resources.

**International Business School, Kiev Mohyla Academy**

Bul. Ezhena Pote, 20

Kiev

Tel: (380-44) 441-7682/1442

Yevhen G. Panchenko, General Director

Ludmilla Panchenko, Director of Programs

The International Business School (IBS) is a joint venture between the International Centre of Privatization, Investment and Management (see above) and Kiev-Mohyla Academy (KMA). Vladimir Zabalodny, vice president of the Centre, is Dean of IBS. The school offers a part-time, evening program at the “specialist” level that is targeted at members of senior management of companies, who have a first degree. The program began in October 1996 with 60 students. There are majors in finance and credit and marketing (in conjunction with the Chartered Marketing Institute).

IBS has a faculty of 10 and uses many adjunct faculty from other universities, and lecturers from business. The school believes this gives its program a practical, applied dimension that is lacking in other business programs. Tuition for the two-year program is \$2,880, including training materials. IBS occupies newly renovated facilities at KMA, including a well-equipped computer laboratory. They have cooperative relations with the University of North London and the Richard Ivey School of Business at the University of Western Ontario. IBS is interested in developing internships abroad for its students and needs to develop its library and information resources.

**Institute of International Relations, University of Kiev**

6/1, Melnikova str.

Kiev 252119

Tel: (380-44) 211-4479/4502

Anatoly I. Kredisov, Chief of International Management Department

The Institute of International Relations is part of the University of Kiev and enrolls 1,500 students in its four faculties, including 300 new enrollees each year. The Department of International

Management is situated in the Faculty of Economics and enrolls about 40 students each year in its three majors: international economics, international economics and finance, and international business and management.

Department needs include travel expenses for faculty to attend conferences and acquire training abroad, study abroad opportunities for students, and information resources.

### **Technological University of Podillia**

11, Instytutaka St.

Khmelnitsky 280016

Tel: (380-3822) 28-515

Fax: (380-3822) 23-265

Michael Voinarenko, Head of Accounting, Audit and Finance Faculty

E-mail: Michael@ikc.podol.khmelnitskiy.ua

Valentina Polozova, Assoc. Professor, Faculty of Business and Law

Mike Finko, Peace Corps

E-mail: mfinko@alpha.podol.khmelnitskiy.ua

The University has 7,000 students (4,000 full-time, 3,000 part-time) in its six faculties, including a Faculty of Business and Law and a Faculty of Economics. The Faculty of Business and Law has 840 students and includes more women than men. This faculty has four majors: finance (the most popular), information systems (next most popular), personnel, and production management. The town of Khmelnytsky has a sister city relationship with Modesto, California, and consequently has some links with a few California institutions. Several faculty from California State University-Stanislaus have visited the University. In the Business and Law faculty, students pay tuition of \$600-\$700 per year, except the top students, who study on scholarship. The Faculty participated in a TACIS program that resulted in the preparation of course syllabi and materials in 10 different business subjects. These materials are available in binder form, and faculty who teach the courses make copies for students. The University has a very impressive computer laboratory that includes about 100 networked computers. The curriculum responds to perceived educational needs of companies, which include financial reporting, accounting basics, business plan development, and tax law (constantly changing).

### **Ternopil Academy of National Economy**

11, Lvivska St.

1182000 Ternopil

Tel: (380-352) 33-6039

Fax: (380-352) 33-1102

Dr. Alexander A. Ustenko, Rector

Dr. Valery P. Dyachenko, Dean, Ukrainian-Dutch Faculty of Economics and Management

Dr. Ewgenij Savelyev, Director of International Economics

E-mail: Rector@tane.ternopil.ua

The Ternopil Academy is one of only four institutions in Ukraine that deal only with economics and business education; the others are located Kiev, Odessa, and Kharkiv. They were previously known collectively as the Institutes of National Economy. The last three subsequently became universities. Three years ago, the Academy received 98 percent of its budget from the state. In 1997, this percentage is only 40 percent. The Academy is actually a “holding company” of 68 production and trade entities, including an investment fund, credit union, bank, construction company, and a 1,400-hectare working farm. The Academy is involved in planning an International Business Center in Ternopil and in the modernization of the Ternopil airport. These business enterprises therefore represent a significant part of the Academy’s operating budget, and express its philosophy of combining theory and practice. The Academy has 12,000 students and 516 faculty. It has 10 applicants for every seat and at least half of its students are women.

There are 17 educational centers in various cities outside of Ternopil. The Academy offers its courses on a trimester system, which is unusual in Ukraine. Bachelor’s, specialist, and master’s degree programs are offered, as is a special master’s degree program for the Cabinet of Ministers. Students in this special master’s program include employees of various ministries, prospective employees, and students who are recommended by the Academy. There is also a center for postgraduate studies that trains business people. The Academy has close links with several foreign institutions. A joint Dutch-Ukrainian faculty offers a joint degree program with the University of Utrecht, in which 70 percent of the instruction is in English. There is a similar program with the University of Frankfurt.

Many Academy students engage in internships abroad; however, the great majority of students who study abroad at partner institutions do not wish to return to Ternopil.

### **Lviv Institute of Management**

57, 700-ritcha Lvova Str.

Lviv 290601

Tel: (380-332) 42-44-63

Ivan Vasiunyk, General Director

Serhiy Gvozdiov, Director of Academic Programs

Valeriy Piatak, Director, Business Support Center

Ihor B. Katerniak, Director, Technology Promotion Center

E-mail: [lim@lim.lviv.ua](mailto:lim@lim.lviv.ua)

The Lviv Institute of Management (LIM) was established in 1990 by a group of faculty at the Ivan Franko University of Lviv. It offers a full-time M.B.A. program and a new Executive M.B.A. that enroll 20 and 25 students, respectively, and short courses with more than 1,000 participants annually. LIM has a Technology Promotion Center and a Business Support Center that provides training and consulting to companies. LIM has a cohesive management team and faculty, most of whom have studied in the M.B.A. program.

LIM has participated in a USAID-funded partnership program with Wayne State University and the University City Science Center in Philadelphia. This program provided visiting U.S. faculty, curriculum development, and student internships in the United States. Currently, LIM Ukrainian faculty teach 70 percent of the courses in the M.B.A. program. The one-year, full-time program has graduated 160 people since it began, approximately 50 percent of whom are entrepreneurs. The percentage of women in the program has grown to about 50. The M.B.A. program received state accreditation in 1997. Tuition is \$2,500 for the full-time program, and \$3,000 for the Executive M.B.A. The full-time program includes a six-week internship in the United States.

LIM's plans for the future include the addition of new faculty to its current full-time complement of 14; introduction of a B.B.A. program in about two years; and several specialized M.B.A. programs including agriculture, hospitality/tourism management, and a global M.B.A. LIM faculty need to learn more about the use of case studies and other active teaching methods. The Institute would like to join in cooperative relations with a small number of other strong M.B.A. programs in Ukraine, but feels that the notion of a Ukrainian association of business schools is premature because of the great variability in quality of programs. LIM's focus is on teaching and consulting; it does not appear to have plans for extensive research activities.

LIM is constructing a new building, which is much needed in view of the grim nature of its current facilities. Construction on the new, four-story building has been going on for two to three years. Although the building site does not appear to be active, LIM management hopes to move into at least part of the new space by year's end. The new structure is five times as spacious as the current facilities. The Institute needs \$400,000 to complete the facility and indicated a desire for USAID to contribute 10 to 15 percent of the cost of completion.

LIM management indicates that tuition revenue covers 70 percent of total income. Revenue from educational activities increased from \$36,000 in 1994 to \$71,000 in 1995 and \$105,000 in 1996. The plan for 1997 calls for \$150,000 in educational revenue.

### **Lviv Polytechnical State University**

Faculty of Economics and Management

3/4 Vinnichenko Str.

Lviv 290004

Tel: (380-322) 398-210 or 728-869

Fax: (380-322) 744-143

Roman V. Feshchur, Vice Dean, Faculty of Economics and Management

E-mail: ryk@polynet.lviv.ua

The Polytechnic enrolls 12,000 students, with 1,000 in the Department of Economics and Management. In a typical arrangement, the largest number of students are admitted tuition-free, while the next tier of students is enrolled in a fee-paying program in which tuition depends on the market demand for the subject (\$600-\$1,000 per year). The income from the latter program is used to supplement the Departmental budget. The Department has two tracks: economics

(accounting and auditing or finance and banking) and management (production, marketing, management of foreign enterprises, transportation). Courses are of three types: lecture (50-100 students), practical (25 students), and labs(15 students). Although the University has a well-equipped computer center, the Department has only 30 computers, 10 of which have Pentium processors and the rest have 286 processors.

### **Kherson State Technical University**

24, Berislavskoye Shosse

325008 Kherson

Yury N. Bardachov, Rector

Tel: (380-552) 55-40-11

Fax: (380-552) 55-60-28

E-mail: rector@kherson.niit.kiev.ua

Nikolai Piliptchouk, Head of International Relations Department

E-mail: /PN=GOLDMARV/O=GOLDEN@mail400.urkpak.net

Kherson State Technical University (KSTU ) provides business education through its Department of Economics and Management. It operates in a Russian-speaking region that is primarily agricultural, and whose sectors of semiconductor, farm machinery, equipment, shipbuilding, and textile (the largest plant in Europe) industries have been hit hard by the economic recession. In effect, only oil refining is an ongoing activity. KSTU enrolls 2,300 students in the economics and management program, with a similar number in satellite branches throughout the region. This represents a large increase over the past three to four years. This growth puts a strain on facilities and faculty, for which funding is unavailable. More than 50 percent of students pay tuition. KSTU has developed a creative solution to a problem endemic to the region. Under the previous system, school-leavers had access to university education throughout the Soviet system. More recently, they have been faced with enrolling in other universities within the country, while KSTU itself has a limited number of study options. In response, the University is developing several joint ventures with other schools throughout Ukraine to establish joint faculties in Kherson. For example, in one joint venture with the Academy of Foreign Trade in Kiev, students follow a common curriculum at Kherson for four years to earn the bachelor's degree, and then transfer to Kiev for the specialist qualification. KSTU has similar ventures with schools in Kharkiv, Odessa, and elsewhere. KSTU has also begun a process of internal restructuring that places responsibility and accountability on the constituent academic units. It is hoped this will unleash initiative and development that will contribute to sustainability.

The rector identified such particular needs as retraining faculty and bringing foreign specialists to assist in developing new teaching methods. The school needs to integrate the Internet and computer technology into academic programs, and needs more extensive literature for faculty and students.

### **Kharkiv State Economic University**

9a Lenin Avenue

310001 Kharkiv  
Tel: (380-572) 30-22-00/40-92-79  
Fax: (380-572) 30-23-01  
E-mail: hgeu@hgeu.hkarkov.ua  
Pro-Rector Nicolai V. Afanasyev

Kharkiv State Economic University (KSEU) was created in 1930 as the Kharkiv Engineering and Economics Institute. Similar institutes were created in Moscow and Leningrad on the same date. KSEU trained economists for various heavy-industry sectors, teaching “engineering economy” as well as more general micro/macroeconomics courses. Unlike an Academy of Economics, KSEU and its sister institutions trained specialists for industry, focusing on such topics as investment feasibility studies. Since its inception, KSEU has trained specialists from 67 countries.

In 1994, the Kharkiv Engineering and Economics Institute was accredited by the Ministry of Education and given its current name. As of 1997, KSEU has about 8,000 students (5,000 full-time and 3,000 evening and/or correspondence students). Eighty-four percent of the faculty is said to have earned a Ph.D. KSEU faculty provide the bulk of economics textbooks in Ukraine. The Ministry of Education has authorized KSEU to accept 1,015 new students each year for full-time study. Dr. Afanasyev indicates that KSEU facilities are quite good, particularly those for foreign language and computer training. KSEU currently has about 100 Pentium microcomputers. A new classroom building is under construction, and students are said to be provided with excellent housing and services.

Dr. Afanasyev expressed concern that universities in Kiev and Lviv appear to receive most of the attention and resources devoted to higher education in Ukraine. However, Kharkiv can claim to be an important intellectual center, with 22 state universities and 26 private institutions (of which only the People’s Humanitarian Academy is accredited). Dr. Afanasyev noted that the private schools in Kharkiv are more interested in making money than in providing quality education. Two of the business programs have been closed recently by the Ministry of Education. Private business programs in Kharkiv draw about 80 percent of their faculty from state institutions, and most are drawn from KSEU. He noted specifically that the Business School at Kharkiv Polytechnic relies heavily on faculty from KSEU, which also provides much of the teaching material used in that business program. KSEU offers two major program tracks—economics and management. Both programs offer bachelor’s, specialist, and master’s degrees. Traditional (i.e., U.S.) business topics are presented in both tracks. For example, the economics program offers degrees in accounting/credit, marketing, and finance, in addition to the usual complement of economics courses. The management program offers degrees in production management, public management, information systems, and foreign economic activity. The management program also offers an M.A. in Public Administration for the various ministries in the Ukrainian government. KSEU has Faculties of Finance, Economics, International Economic Relations, Management, Marketing, Accounting/Audit, Personnel, Information Systems, and Economics. The University has recently inaugurated some targeted programs, including a Banking College for the National Bank of Ukraine, and a Finance and Economics College for the Ministry of Economics. KSEU

has also created, within its structure, the Higher School of International Business, but detailed information about that program was not available during our site visit.

Stated educational needs include more and better textbooks, more young, trained faculty, and funding for institutional development. Textbooks at all levels are inadequate and in short supply (both English and Ukrainian versions). The need to enhance the training of professors in business topics is viewed as primary. Dr. Afanasyev noted that exchange programs do not seem to be a particularly helpful way to solve the training problem, due to cost, time away from teaching duties, and the ever-present, so-called brain-drain problem inherent in such programs.

### **Kharkiv Institute of Management**

Petrovskogo, 16

310078 Kharkiv

Tel: (380-572) 470-056 or 471-518

Fax: (380-438-062)

E-mail: fund@intellect.kharkov.ua

Kharkiv Institute of Management (KIM) is an independent, private business school, but maintains close links with Kharkiv Polytechnic University (KPU). Rector Serdyuk continues to teach mathematics courses at KPU, and KIM makes extensive use of KPU faculty to staff its courses. KIM operates in a rented building, with good facilities, in an attractive location in Kharkiv. The Institute is quite new, and will graduate its first class this year.

Tuition per year is quite moderate (\$660), which apparently reflects the competitive nature of private management education in Kharkiv. At the time of the team's visit, about 10 private business schools were operating in Kharkiv.

Rector Serdyuk discussed needs that were entirely consistent with those expressed during other site visits—better supply of texts, retraining of faculty, and better Internet connections. However, most of his comments were related to the need for greater flexibility for private management training institutions. He noted that the Ministry of Education appears to be more interested in control than in advancing the cause of higher management education in Ukraine.

### **Kharkiv Polytechnic University Business School**

Frunze Str. 21

Kharkiv 31002

Tel: (380-572) 40-06-12 or 40-00-565

E-mail: vza@lotus.kpi.kharkov.ua

Dean Victor Zaruba

The Business School is a unit of Kharkiv Polytechnic University, and was established to expand management training options at the University. A similar model was noted at Lviv Polytechnic University. The site was visited on a holiday, so it was not possible to see the facilities used by

the Business School. However, classes are conducted in the Polytechnic facilities, and the school has full access to the library and computer facilities of the Polytechnic. During the period of September 1994 to September 1996, the Polytechnic participated in a business/economics program with St. Norbert College (De Pere, Wisconsin). Dean Zaruba expressed appreciation for the program, but suggested that lectures presented by the visiting American faculty were not at a level expected at Kharkiv Polytechnic.

Dean Zaruba was interested in receiving intermediate and advanced business books. Given the stress on English-language training, texts in English would certainly be useful. He also noted that texts should be accompanied by instructor's manuals, student study guides, case materials, and computer disks, all of which are rarely included with book shipments. Dean Zaruba expressed a strong interest in expanded Internet links. At the moment, such links are deemed inadequate, in spite of the extensive computing capability at Kharkiv Polytechnic University.

### **Institute for Entrepreneurship**

38 Gagarin Str.

322530 Zholty Vody

Tel: (380-5652) 2-75-66

Fax: (380-5652) 2-75-78

Dr. Vladimir Sadonin, Rector

Dr. Michael Krikunov, Deputy Rector

The Institute for Entrepreneurship (IE) was established in 1976 as the Atomic Power Institute of Training under the Ministry of Atomic Power Engineering and Industry. During the period 1977-91, the Institute trained managers at all levels. The Institute for Entrepreneurship was organized in 1991, and for the next four years was the only educational establishment under the State Committee of Ukraine for Promotion of Small Business and Entrepreneurship. After two organizational changes, IE is now owned by the Dnepropetrovsk Regional Administration.

IE offers programs in production management, services management, and information systems. Focus is on training that will enable students to manage a business after graduation. Management, marketing, business plans, entrepreneurship, and language training courses are available. All students pay tuition, ranging from \$500 to \$1,000 per year.

The major need identified by the rector was practical business information. IE has benefited substantially from IESC visitors, who have continued to provide information after their return to the United States.

### **Academy of Management, Business and Law**

Bul. Naberezhna Lenina 18

320056 Dnepropetrovsk

Tel: (380-562) 44-14-36 or 78-05-28

Fax: (380-562) 44-16-56

E-mail: root@aubp.dp.ua  
Dr. Anatoly Zhetinin, Pro-Rector

Pro-Rector Zhetinin reported that the Academy of Management, Business and Law (AMBL) is one of the largest private management schools in Ukraine. The institution occupies its own building, with two computer labs, and employs 62 professors (13 with Ph.D.s). Six hundred students are currently enrolled (370 full-time, 230 part-time). Full-time students pay \$1,200/year; part-time students \$800/year. The first class was expected to graduate in June 1997. AMBL has licenses for training in 15 fields, including finance, accounting, and applied economics. All students are required to learn either English or German.

AMBL is currently developing a master's program with Austrian and Russian cooperation. The institution also recently concluded an agreement with the Ministry of Internal Affairs to establish a law program.

Dr. Zhetinin expressed great interest in learning more about academic administration in management education. SABIT-type programs might be a useful mechanism to meet this type of need. He also indicated a need for PC-based language training facilities and international student exchange opportunities.

It was interesting to note that AMBL is the only institution that we visited that reported having an Endowment Fund (2,100,000 *hrivnya*).

### **State Mining Academy**

(formerly Dnepropetrovsk Mining Institute)

19 K. Marks Str.

320027 Dnepropetrovsk

Tel: (380-562) 47-14-32

Fax: (380-562) 47-39-97

E-mail: economy@uageo.dp.ua

Dr. Aleksandr Zharov, Dean of Faculty of Economics

The State Mining Academy (SMA) in Dnepropetrovsk will be 100 years old in 1999. SMA currently has 1,000 students, 400 of whom pay tuition (\$1,300/year). The Economic Faculty was established two years ago, but the dean noted that economic courses have been taught for many years.

Currently, 600 students are enrolled in the economics program, and 400 students are enrolled in the management program. The economics program offers courses in finance and credit, accounting and audit, applied economics, and economic information systems. The management program offers production management, management of foreign economic activity, and information systems.

The SMA is said to be one of the primary business training institutions in the Dnepropetrovsk region. The Dean noted that his Faculty recently was awarded a competitive contract to offer short courses in finance to a major Ukrainian bank.

The Dean of SMA was one of the few representatives we visited who had devoted some thought to a hierarchy of needs: curriculum development; faculty retraining; acquisition of instructional materials, such as books and instructor's guides; development of modern lecture materials and techniques; and internships for students. Some of this awareness has been generated by long-established links with U.S. faculty. Five U.S. faculty visited the institution recently, under the auspices of the Consortium (CDC, IESC, VOCA, M.B.A. Enterprise Corps). The Dean also reported that several of his students have competed successfully for Soros Foundation grants.

### **State Metallurgical Academy of Ukraine**

(formerly Dnepropetrovsk Metallurgical Institute)

Pr. Gagarina 4

320635 Dnepropetrovsk

E-mail: dmeti@dmeti.dp.ua

Dr. Konstantin Kovalchuk, Dean, Faculty of Economics

The team met with Konstantin Kovalchuk, Dean of the Economics Faculty. The State Metallurgical Academy (SMA) was established in 1935 as an Engineering Economics Faculty, and claims to be the oldest such institution in the region. In recent years, the Economics Faculty has moved more in the direction of economics and away from engineering. Dr. Kovalchuk noted that the SMA is one of the primary sources of economics texts in Ukraine. Programs offered include management of foreign economic activity, finance and credit, and accounting and audit. SMA offers bachelor's, specialist, and master's (initiated in 1996) degrees. The Economics Faculty currently has 500 state-financed students and about 300 students who pay between \$1,200 and \$1,600 per year.

Dr. Kovalchuk expressed great interest in increasing contacts with Western counterparts, primarily for faculty. Two-way exchanges of information were deemed critical so that Ukrainian scholars could share their research results with their Western colleagues.

### **Kharkiv State Municipal Academy**

(formerly Kharkiv Institute of the Municipal Economy)

B. 12, Revolutsii Str.

310002 Kharkiv 2

Tel: (380-572) 47-15-85 or 45-90-51

Fax: (380-572) 47-65-00

E-mail: root@ksma.kharkov.ua

Dr. Anatoly Kuznetsov, Vice Rector for International Relations

According to Dr. Kuznetsov, infrastructure management is the primary focus of education at Kharkiv State Municipal Academy (KSMA), the only program of its kind in Ukraine. KSMA was founded in 1927, and currently has faculties of Construction and Architecture, Electric Transport, Electric Utilities, Economic and Management in Municipalities, and Engineering/Ecology for cities. KSMA currently has 6,000 students (including 250 from other countries), and employs 600 faculty (500 full-time, 100 part-time).

Dr. Kuznetsov noted that although business education has become fashionable in recent years in Ukraine, KSMA was involved in management education long before it became popular. He was among the many administrators of state institutions to emphasize that traditional universities provide the best education in Ukraine, while private institutions are primarily interested in money.

Dr. Kuznetsov noted several needs that required attention. He was primarily interested in learning more about the administration and content of economics and management programs in the United States. In general, he considered information exchanges to be the most important form of exchange. Currently, KSMA is cooperating with municipal managers in France, but has no contact with U.S. groups involved in municipal infrastructure management activities. To facilitate information exchange, he stressed the importance of better Internet links between Ukrainian and Western academics and practitioners.

### **Higher School of Business Administration, Odessa**

Gargarina, 8

Odessa 270044

Tel: (380-482) 22-6215 or 28-8558

Nikolai Motornov, Rector

Anatoly Chugunov, Pro-Rector

The School began as a branch of the National Academy of Management in 1993, and after one year became an independent institution. Its relationship with the Odessa State Polytechnic University includes a rental arrangement for use of offices and other campus facilities. The School sees as its particular niche production and services management.

The School enrolls 64 students. There is a government limit of 100 students per year. At first, students were enrolled who did not pass entrance exams for the state universities. Of the 68 students enrolled in the first class, only seven remain as a result of a deliberate move to expel those who are not qualified. Tuition is about \$1,300 per year for the five-year program.

In addition to renting facilities from Odessa Polytechnic University (OPU), the school maintains close relationships with that university. (The Vice-Rector of OPU attended our meeting with officials of the Higher School.) The Rector and Vice Rector of the Higher School are former OPU faculty members. The sharing arrangement with the Polytechnic University also provides access to library and computer facilities. Many faculty members from the Polytechnic University

teach classes at the Higher School, thus permitting the School to maintain a relatively small permanent teaching staff. Classes are small, usually 10-15 students.

The School was authorized by the government to depart from the government-prescribed curriculum in 25 percent of the courses offered. As a result, the School introduced the study of languages and of law.

The Rector and Pro-Rector see financial resources to attract foreign faculty and to send their own students on internships abroad as their greatest need.

The Rector did not express major concerns about some of the needs identified during prior site visits. Access to the OPU library facilities appears to provide an adequate literature base for the moment. The Higher School also frequently purchases or photocopies required publications, and encourages faculty to write material for the courses they teach.

The use of visiting foreign faculty was not considered a viable option in the near term. The School does not currently have appropriate housing for visitors, nor can it envision financing visits of foreign faculty. However, both the Rector and Vice Rector expressed reasonable satisfaction with the current level of instruction. Some interest was expressed in opportunities to retrain management faculty at a site in Ukraine.

The School relies on the computer facilities at OPU, but expects to develop a computer lab in the near future. The Rector was confident that the entrepreneurial energy of his faculty and staff would ensure that computer facilities would continue to expand.

The major concern expressed by the Rector was the excessive control of academic programs by the Ministry of Education. Similar concerns were noted during discussions with representatives of public and private schools in all of the regions visited.

## **Appendix C: Individuals Interviewed During the Project**

Stuart Lang, St. Norbert College, De Pere, Wisconsin  
George Farnbach , University City Science Center, Philadelphia  
Joyce Wagner, IREX, Washington, D.C.  
Dr. David Lamont, Carnegie-Mellon University, Pittsburgh  
Edward Salazar, U.S. Department of State, Washington, D.C.  
Dr. Vera Andrushkiw, Wayne State University, Cleveland  
Dr. Danica Purg, President, Central and East European Management Education Association  
(CEEMAN), Slovenia  
John Lechicky, Program Officer, IREX, Kiev  
Linda Bernstein, USAID, Kiev  
Bohdan Budzan, Director General, International Management Institute  
Pavlo Sheremeta, Director, Public Relations and Marketing, International Management Institute  
Genady L. Kanishchenko, Deputy Director General, International Management Institute  
Yevhen G. Panchenko, International Centre of Privatization, Investment, and Management, Kiev  
Alexander A. Kirichenko, Rector, Academy of Foreign Trade  
Anatoly D. Yatchenko, Vice Rector, Academy of Foreign Trade  
Yuri Bardachev, Rector, Kherson State Technical University  
AIESEC National Committee, Kiev  
Sergei Khimtchenko, Director, Kiev Management Konsult (KMK)  
Alyssa Shattuck, Peace Corps Volunteer  
Sergiy A. Yerokhin, President, National Academy of Management  
Sergiy B. Khromonogov, National Academy of Management, Kiev  
Alan Unger, Project Director, Ukraine Market Reform Education Program  
Robert Campbell, Program Director, Economics Education and Research Consortium, Ukraine  
Economics M.A. Program, the University of Kiev-Mohyla Academy, Kiev  
Dr. Valery P. Dyachenko, Dean, Ukrainian-Dutch Faculty of Economics and Management,  
Ternopil Academy of National Economy, Ternopil  
Eugene V. Savelyev, Director of International Economics and Marketing Department, Ternopil  
Academy of National Economy  
Alexander A. Ustenko, Rector, Ternopil Akademy of National Economy, Ternopil  
Michael Voinarenko, Head of Accounting, Audit and Finance Faculty, Technological University  
of Pidillja, Khmelnytsky  
Valentina Polozova, Associate Professor, Faculty of Business and Law, Technological University  
of Pidillja, Khmelnytsky  
Ludmilla Panchenko, International Business School, Kiev Mohyla Academy, Kiev  
Anatoly I. Kredisov, Chief of International Management Department, Ukrainian Institute of  
International Relations, Kiev Taras Shevchenko University  
Dr. Alla Starostina, Faculty of Marketing and Management, Kiev Polytechnic University, Kiev  
Ivan Vasiunyk, General Director, LVIV Institute of Management (LIM), Lviv  
Serhiy Gvozdiov, Director of Academic Programs, Lviv Institute of Management (LIM), Lviv  
Valeriy Piatak, Director, Business Support Center, Lviv

Ihor B. Katerniak, Director, Technology Promotion Center, LIM  
Roman V. Feshchur, Vice Dean, Faculty of Economics and Management, Lviv State  
Polytechnical University  
Yury N. Bardachov, Rector, Kherson State Technical University  
Nikolai Piliptchouk, Head of International Relations Department, Kherson State Technical  
University  
Victor Zaruba, Dean of Business School, Kharkiv Polytechnic University  
Nicolai Afanasyev, Pro-Rector, Kharkiv State Economic University  
Anatoly Kuznetsov, Vice Rector, Kharkiv State Municipal Academy  
Konstantin Kovalchuk, Economics Faculty, State Metallurgical Institute, Dnepropetrovsk  
Alexandr Zharov, Faculty of Economics, State Mining Academy, Dnepropetrovsk  
Anatoliiy Zhetinin, Pro-Rector, Academy of Management, Business and Law, Dnepropetrovsk  
Bohdan Rybak, President, Association of Entrepreneurs, Kiev  
Vladimir Sadonin, Institute for Entrepreneurship, Zholty Vody  
Alexandr Seryduk, Kharkiv Institute of Management  
Maxsim Sabigaylu, Ukrainian Center for Post-Privatization Support, Dnepropetrovsk  
Alexander Vaipan, IFC Post-Privatization Project, State Mining Academy, Dnepropetrovsk  
Joseph Mashkovich, CDC Country Director, Odessa  
Sergei Rudoi, PADCO, Odessa  
Tanya Maltseva, Intellect-Pratsia-Service, Kiev  
Victor Buevski, Procter & Gamble Area Representative, Kharkiv  
Karl Edwards, Regional SABIT Coordinator, Kiev  
Alexander Fedotov, IESC Deputy Director, Kiev  
Tatyana Ryzova, Deputy Director, OSTRAL Insurance Company, Kiev  
Sergey Lysenko, General Director, PROBUTSERVICE Insurance, Kiev  
Ivanna Reed, Country Director, ACCELS, Kiev  
Henri and KimVaziri, Peace Corps, Kharkiv

## **Appendix D: Companies/Organizations Contacted During the Project**

During the project, while the U.S. team conducted site visits, Dr. Victor Novitzky conducted interviews with selected companies and organizations operating in Ukraine. The observations below reflect the findings from those interviews as reported by Dr. Novitzky.

**JSC Alliant**, Larry Fanning, General Director, (044) 216-2124

Description: The company's business is processing and utilization of outdated military equipment, mainly explosives. No technical assistance; commercial approach. The main facilities are located at a former military warehouse, 200 km out of Kiev. Total work force is two hundred people, mainly laborers.

Training within the company: The main approach is on-the-job training. The director spends 40 percent of his time training people. Their main focus is on production techniques, quality control, and program management.

Outside training: They view such training as an unavoidable investment. Most important areas: international procurement (they send people to the United States), finances (at Deloitte & Touche, Kiev).

Recommendations: Mr. Fanning thinks the most important direction for training in Ukraine is middle-level, targeted at second-line managers, with an emphasis on practical applications.

**Ukrainian Marketing Association**, Alla Starostina

I have witnessed the creation of the UMA. In itself it is a very important effort demonstrating a non-trivial driving force and private initiative behind it. It was not supported by any grant money, or by the industry, which is still not ripe to support such an organization.

**Cargill**, Patrick Braken, Country Manager, (044) 294-5613

Description: One hundred fifty employees in Ukraine, trading actively in agriproducts. Everybody gets some training regularly. Investing in people is an important component of the company policies.

Training: In addition to training its own work force, the company is active in training its markets. A lot of clients are knowledgeable, but there are a lot of gaps in general understanding of free market ideas, such as finance management, business planning, scenario analysis, business ethics, etc. New technologies are also a problem.

Recommendations: Provide grants to companies for human resources training, send students for a semester abroad, do not give money to publish academic books, which are at best compilations of Western versions. They do not have real value. Instead, it is important to fill the existing gaps by organizing short-term programs on business ethics, conduct, and management practices.

Mr. Braken is ready to participate personally in training programs of this kind.

**American Medical Center**, Gregory Eaton, Executive Director, (044) 211-6555  
greg@amc.carrier.kiev.ua

Description: Very special business for this country providing American-style medical services to (mainly) corporate clients. They employ 25 people, most of them local.

Training: Professional skills upgrading is provided within the company. Local nurses are much less qualified than their Western counterparts. External training institutions are necessary when it comes to accounting and financial management. Language training is very important.

**Ukrainian Center for Post-Privatization Support**, Dnepropetrovsk Branch, Vladimir Savchuk, Director, (0562) 47-7474

UCPPS was established by the State Property Fund and a number of other private and government organizations. Kiev office works as a consulting company in restructuring-related problems. Dnepropetrovsk branch is active in providing short-term training programs to regional companies in a variety of issues related to restructuring. Prof. Savchuk is involved mainly in finance.

**Cyanamid Overseas Co.**, Boris Timofeev, Country Manager, (044) 216-7559

Description: Very small staff at the Kiev office plus a number of representatives throughout the country. Sales growing at a double-digit rate. Works through distributors' network to reach the agricultural users in the field.

Training: The company provides short to middle-term programs locally—e.g., accountants training at Arthur Andersen. Managers attend extensive programs at company headquarters. They also invite distributors abroad to demonstrate modern technologies. A lot of effort is spent on training local end users via seminars to educate the market. A very important component is short-term programs designed to monitor ever-changing legislation.

Cyanamid did receive a training grant from USAID. Such a program will have a strong impact on the agricultural community.

Recommendations: The performance level of the government officials in Ukraine is much lower than that of private businessmen. Some programs should be created to educate these officials.

**Digital**, Bohdan Kupich, Country Manager, (044) 295-1431  
bohdan.kupich@ukv.mts.dec.com

Description: Thirty employees in Kiev. A large number of clients, including government institutions, banks, private companies, educational institutions. Important component of the company's activities is short to middle-term training.

Training: Development of employees' business skills is stressed. Every person goes through a two- to three-week program abroad, usually Digital's own programs, sometimes at other companies. In fact, an employee spends an average of 50 percent of time on training.

Main problem: Lack of business ethics and transparency in the local environment.

**Dupont**, John Shmorgun, Country Manager, (044) 294-9722  
john.shmorgun@conoco.dupont.com

This country needs a lot of training in such areas as leadership, development, marketing, English, interpersonal management, negotiation skills, etc. Company sends its employees to London and Geneva for training. It is expensive, but the advantage is that people become familiar with Western ways. Internship programs would be useful.

Recommendations: No need for more M.B.A.s. They currently employ four IMI graduates; more are available, if necessary. Internship programs are very useful. Any broad-based programs in the region could be extremely useful: night courses, etc. Take five main cities off and go to the rest.

**Chemonics**, Myron Laserson, Consultant, (044) 227-5477  
ume@public.ua.net

Company provides training for commodity brokers. They are qualified enough; it is not difficult to teach them. The main problem is government officials and the legal framework.

**EDI (World Bank)**, Svitlana Budagovska, Program Manager, (044) 416-5062

Description: Economic Development Institute is the educational arm of The World Bank. In Ukraine since 1992. Training programs are usually middle-term: one-two weeks to four months, with follow-ups. Major target groups: government officials at all levels (except top) and local

experts involved in enterprise restructuring and related issues. Total number of participants since 1992: around 1,500. EDI provides training abroad, in Kiev, and in the regions.

Conclusions and Recommendations:

- C No need to support M.B.A. programs; let the market decide.
- C No need to support printing translated or compiled books that bring the market wisdom to Ukraine; let the market decide.
- C No need to support some selected, even the best institutions; case-by-case; project-by-project approach is more favorable.
- C Do arrange internship programs. Participation should be open to everybody, including M.B.A.-providing institutions. Some training abroad is an important component for them, but they cannot afford to pay for it from tuition fees.
- C Do arrange broad-based training programs in regions. Important component should be training school and university teachers.
- C Provide systematic education for Parliament members and government officials
- C Develop wider distribution of education programs throughout Ukraine. Most cities have greater needs than does Kiev.
- C Provide training for university and institute teachers.



## **Appendix G: Internet Outreach Program—The Open Society Institute**

The Open Society Institute (OSI), founded by financier and philanthropist George Soros, has been providing Internet connectivity to Central and Eastern Europe and countries of the former Soviet Union through its Regional Internet Program since 1994.

The program funds pilot projects providing Internet access, training, and support to many sites, including libraries, schools, medical institutions, NGOs, and independent media.

Projects follow the identification of niche markets within a particular country where Internet access would be valuable to the public but is not yet available or supported. Projects are usually completed in a three- to four-month period and cost an average of \$100,000. Project funding may involve telecommunications equipment, loans, various telecommunications fees, and subsidies to cover data transmission costs.

### University Internet Centers

A particularly far-reaching project is the University Internet Centers (UIC) Program, was launched in April 1996 to provide Internet connectivity to 32 universities located throughout Russia. The program is jointly funded by the Open Society Institute and the State Committee on Higher Education of the Russian Federation with a total five-year commitment of \$130 million for equipment, connectivity, and programs.

UICs are intended to be campus-based entities that provide campus and off-campus communities with access to two types of resources:

- C financial and programmatic opportunities from the Open Society Institute and
- C information globally available on the Internet.

The UIC Program's central components are:

- C to provide 32 provincial universities in the Russian Federation and their surrounding communities with a fully equipped computing center and multimedia lab with complete access to the Internet and
- C to administer content-based program initiatives for the university and non-university communities.

The Open Society Institute will use the UICs to support various projects and grant programs focusing on education, independent media, arts and culture, civil society, and ecology.

The first UICs opened on June 10, 1996 at Yaroslavl State University, Yaroslavl and Novosibirsk State University, Akademgorodok. The third center opened at Dalnevostochny State University, Vladivostok on October 29, 1996, and subsequent UICs have opened in 1997 at Rostov State University, Rostov-on-Don (April 11), Novgorod State University, Novgorod (April 29),

Petrozavodsk State University, Petrozavodsk (May 21), Tver State University, Tver (June 20), Altai State University, Barnaul (July 8), and most recently, Samara State University, Samara (July 18).

Approximate dates have been set to open centers at Ural State University, Ekaterinburg (end of July), Nizhegorodsky State University, Nizhny Novgorod (mid-August), Kemerovo State University, Kemerovo (end of August), and Bashkir State University, Ufa (mid-September).

All of the planned centers should be operational by the end of 1998. Eventually, UICs will be located at the following universities, in addition to those mentioned above: Amursky State University (Blagoveschensk), Chuvash State University (Cheboksary), Dagestan State University (Makhachkala), Irkutsk State University (Irkutsk), Kabardino-Balkarian State University (Nalchik), Kaliningrad State University (Kaliningrad), Kazan State University (Kazan), Krasnoyarsk State University (Krasnoyarsk), Kuban State University (Krasnodar), Mordovian State University (Saransk), Omsk State University (Omsk), Perm State University (Perm), Saratov State University (Saratov), Tomsk State University (Tomsk), Tula State University (Tula), Udmurt State University (Izhevsk), Volgograd State University (Volgograd), Voronezh State University (Voronezh), Yakutsk State University (Yakutsk).

### Operations

The Internet Centers have succeeded in supporting research efforts and communications by providing Internet connectivity and electronic mail access to university staff and students and to the community in which the host universities are located. In addition, the UICs have processed applications for the Central European University, begun participating in the Civic Education Project's "On-line Partners Program" (OPP), and served as a central information access point for the 1997 OSI Ultrasound Fellowships competition. The Vladivostok UIC participated in the first Far Eastern School Seminar, "New Information Technologies in Education," from January 21 to 23, 1997.

The first of OSI's ongoing projects to be administered by the UICs is also underway. The Grants for Academic Initiatives competition allows citizens in the areas surrounding the UICs to submit their ideas for how the centers should be used academically. Proposals are submitted to one of the local Internet Centers, after which they are sent to the main UIC administrative office in Moscow, where they will be reviewed and the most promising ones will be implemented with OSI funding.

### Internet Outreach Program

The Internet Outreach Program, a joint program of the Open Society Institute and the Open Society Fund, offers a unique opportunity for those interested in supporting a similar initiative in another country or sector. Participants in the Internet Outreach Program can contribute or

discount resources directly to specific Internet initiatives sponsored by OSI's Internet Program or donate resources to the Open Society Fund for use in Internet initiatives.

### Contact Information

Information about the University Internet Center Program is available on the World Wide Web site of the Newsletter of University Internet Centers, "Russia from Coast to Coast"

<http://www.soros.org/inetpages/coast.htm>

You may also contact the Moscow office responsible for coordinating the program:

Joseph McCormick  
Manager of Internet Programs  
OSI-Russia  
Institut "Otkrytoe Obshchestvo"  
Programma "Internet"  
ul. Miklukho-Maklaya 16/10, korp. 70  
Moscow 177 871, Russia  
Tel: (7-095) 956-21-55 or 956-21-57;  
Fax: (7-095) 956-21-56  
E-mail: [jmccor@isf.ru](mailto:jmccor@isf.ru)

You may also contact:

H. Juergen Hess  
Director of Public and Corporate Relations  
Internet Program  
Open Society Institute  
888 Seventh Avenue  
New York, New York 10106  
Tel: 1-212-887-0602  
Fax: 1-212-974-0367  
E-mail: [jhess@sorosny.org](mailto:jhess@sorosny.org)

To obtain detailed information on individual centers, or to inquire about gaining access to one of the UICs, contact either Joseph McCormick or H. Juergen Hess to find out the coordinates of the current OSI staff person in charge of that particular center.

## **Appendix H: CEP On-Line Partners Program**

### On-line Mentors

The Civic Education Project (CEP) is an organization affiliated with the Open Society Institute; it has been sending Western scholars to ECE universities since 1993 to teach, motivate, and assist their staffs in educating students to think critically and independently about vital public issues.

Now the CEP has created the On-Line Partners Program (OPP) in an effort to tap into the potential of the Internet to create real communities where users actively correspond to achieve a concrete objective. It seeks to reach this goal by promoting academic links, expanding educational resources, and facilitating cooperation between scholars and students in Russia and East Central Europe with their counterparts in North America and Western Europe. By linking Westerners with their Eastern colleagues via e-mail to share ideas, advice, and information in both directions, the project encourages genuine long-distance relationships focused on academic questions.

The On-Line Partners Program seeks to fulfill the following goals:

- C to facilitate matches between Eastern and Western scholars and students, thereby helping to establish a vital, living network that furthers the development of social science scholarship and cooperation;
- C to create a database of participating scholars and students that includes research and teaching interests;
- C to offer new content across social science disciplines;
- C to serve as an information clearinghouse;
- C to offer responsive and helpful coordination.

CEP is currently recruiting Western partners for scholars and graduate students at all of the Open Society Institute University Internet Centers, and recruiting partners who will assist the most promising students and colleagues of current CEP Visiting Lecturers in 15 ECE countries. In particular, CEP is seeking volunteers to provide guidance on specific research and teaching topics or to serve as academic advisors to students.

CEP plans to expand its Web site (<http://www.cep.yale.edu>) to include syllabi, research articles, library resources, grant information, and more to bring more academic materials to its on-line partners.

### On-line Handbook

In addition to administering the On-Line Partners Program, CEP has created an On-Line Handbook, which provides basic information about the Internet. Although the handbook was designed to facilitate Internet and e-mail access for CEP Visiting lecturers during their stays abroad, it also provides much information useful to anyone new to the Internet or interested in

ECE and FSU countries. The Handbook provides brief descriptions of its Internet programs and some of the large-scale projects run by other organizations; tips on connecting to the Internet in ECE and FSU countries; a summary of Internet terms; lists of search engines, mailing lists, and listservs; and useful sites on the World Wide Web listed by category and addressing such topics as International Educational Organizations, News Sources, Governmental Organizations, Foundations and Funding Information, Distance Learning, Electronic Libraries, and Job Information.

To find out more about the On-Line Partners Program or other CEP initiatives, visit the CEP Web site:

<http://www.cep.yale.edu>

To inquire about volunteering time as an on-line partner or to obtain a copy of the CEP On-Line Handbook, contact Ronald Kim at:

[rkim@cep.yale.edu](mailto:rkim@cep.yale.edu)

## **Appendix I: European Women's Management Development Network (EWMD)**

**\* Authors' note: The following text has been copied directly from the European Women's Management Development Network Web site at:**

<http://www.iway.fr/femmes/english/associations/ewmdANG.html>

The European Women's Management Development network (EWMD)

EWMD was created in January 1984 under the auspices of the European Foundation for Management Development (EFMD).

### **HISTORY**

When a small international group got together in 1983 to share experiences of corporate and individual approaches towards developing women as managers, they did not imagine they were starting a network. However, they quickly learned that shared experience results in new initiatives and new directions and found they could and should build on and from their multidimensional backgrounds.

Now (1996), thirteen years further on, we have 1250 members in 30 countries, (800 individuals and 450 corporate members) from Norway to South Africa, Brazil to Lithuania, Australia to Ireland, and Portugal to Japan.

### **WHERE DO WE COME FROM?**

After a short think-tank in Ashridge, UK in 1982, the journey really began in Brussels in 1983 when 114 people from 15 European countries and North America gathered together to share their knowledge and experience. So valuable was the exchange that they promptly drafted a framework for the network. EWMD was born in 1984. Our organisation and culture quickly took shape with national networks deciding to link with us and by organisations agreeing to offer support as corporate or institutional members.

Since then, EWMD has made significant contributions to management development. Each of its annual conferences has focused on a crucial issue of the day:

Organisational and cultural change Milan 1985

Industrial change and women's level corporate involvement Hamburg 1986

Developing effective partnership Brighton 1987

The changes and challenges of the new manager Stockholm 1988

Managing technological and environmental issues Amsterdam 1989

Managers' balancing acts Zurich 1990

Breaking through Brussels 1991

Creativity Milan 1992  
New Ressources Barcelona 1994  
Women in power Berlin 1994  
New models for global managers Philadelphia 1995  
next: The XXI century management in the 5 continents Porto 1996 (october)

The seminar, workshops, site visits and conferences organized every month by EWMD's 15 national chapters also help the recruitment and development of women managers, promote best practice across all sectors of employment and encourage all those involved in the development of women managers.

#### WHERE ARE WE GOING?

As international networkers, we know that globalisations is not an empty word. Sixteen Eastern European managers attended the Philadelphia conference and participated in a three week seminar in the US. They are now an integral part of our network through mentoring and the sharing of experience and information.

Working together helps us bridge the gap between Western and Eastern Europe and prepares us for the expansion of the European Union. Membership outside Europe is growing at a steady pace and we now have members across the five continents.

Our 12th Annual Conference, which will be held in Porto, October 24/26, 1996 will focus on global management and networking.

We plan to take advantage of the possibilities offered by the electronic networking to create special interest groups and to develop EWMD members' ability to "meet" every day, whenever they are.

EMWD aims to contribute to the improvement of the quality of management in Europe by developing and promoting the full potential of women as managers.

This is achieved by :

Identifying and promoting best practices for women's management development, at the same time contributing to knowledge about management practices and theories in general; Facilitating communication between all those involved in the development of women managers; Publicizing women's achievements in management and encouraging women to seek opportunities; Supporting and co-operating with national and other networks with similar objectives; Providing a forum for collecting and exchanging information about women's management development in Europe and internationally.

#### WHAT'S IT ALL ABOUT?

(Objectives)

EWMD is the European Women's Management Development network, an international network of men and women, individual and corporate members, drawn from business, education and professional organisations.

Across 26 countries - from the USA to South Africa, Australia to Ireland - our individual and corporate members share a commitment to three key objectives :

- 1) to promote and further develop the knowledge and performance of women in management;
- 2) to encourage women to move into powerful positions in the workplace and the community;
- 3) to work towards a more evenly balanced mix of men and women in senior management roles and thereby, to help improve the quality of management internationally.

### A VISION OF CHANGE

In order to achieve our objectives, our members are working together on tactics, techniques and strategies to challenge and change current practices in the world of work at three levels :

#### 1) Individual

We need to help men and women find ways of working better together, with greater harmony and a better balance between their professional and private lives. Each individual needs to take responsibility for realising their own potential and developing themselves.

#### 2) Organisational

We need to encourage organisations to be increasingly flexible in their approach so they can respect and respond to individual needs, including working patterns and career paths. Different and non-traditional ways of working will help the organisation access the full potential of employees and result in greater creativity and improved productivity.

#### 3) National and international

At national and international level, we need to support the recruitment and development of women managers, promote best practices across all sectors of employment and encourage all those involved in the development of women managers.

### HOW WILL WE ACHIEVE THIS VISION ?

We aim to achieve it by:

Taking practical action ourselves, e.g.

- role modelling and mentoring
- supporting the introduction of new ways of working
- sharing resources, information and ideas

- lobbying organisations and governments
- co-operating with other networks and professional organisations
- publicising our messages and best practice

Organising local, national and international events, e.g.:

- regular networking meetings
- workgroup discussions or site visits
- international conferences

Communication research e.g.:

- publishing an international handbook of innovative approaches to management development
- sharing cross-cultural perspectives
- reporting on new alternatives and opportunities
- reviewing latest developments in the field
- comparing the situation of women across national boundaries
- building up a data base of research information

## WHAT WE OFFER MEMBERS

The following services:

- directory of members including information on professional qualifications, languages spoken, and relevant prior experience
- regular newsletters, both national and international, containing the latest news, guest articles, book abstract and reviews, details of past and future events
- a programme of local conferences, training and development activities in the national networks
- an international research symposium every year
- an annual international conference which provides an opportunity for all members to meet and share experiences
- access to the latest research facts and figures in the field

## OUR MEMBERS

We have two different sorts of members:

Individual members: any person (man or woman) having a professional interest in the activities of the association can become an individual member (Members include managers, consultants, trainers, educationalists and researchers). Corporate sponsors in organisation, educational and professional institutions and other official associations. In addition, we recognize the contribution of those who champion our aims in their own field by awarding honorary membership to a very select number of individuals.

## WOULD YOU LIKE TO JOIN?

You could find our services and our network invaluable if:

- you are a manager, or intend to work in management
- you - or your organization - actively support the development of women into management roles
- you provide consultancy advice or training in the field
- you carry out research in the women's management development area

Whether you are a man or a woman, whatever your professional background, and whatever stage you have reached in your career, EWMD can offer you a platform to develop your contacts, your knowledge base and your professional results.

## OUR INVITATION

Send your business card to our office. We hope that you will join EWMD and help to make it a Network for everybody, both men and women.

We believe that synergy across national borders is essential to achieve real change. EWMD creates that synergy. We offer space to grow, to learn and to work with people who share our vision.

EWMD  
Rue Washington 40  
B-1050 Brussels  
Tel 32 (2) 648 03 85 Fax 32 (2) 646 07 68

100721.3631@compuserve.com

Co-Presidents 93/96 Lyn BICKER (UK) and Ann LYBAERT (B)

International office manager : CatherineLABIO

9000 car

## **Appendix J: Worldwide Management Development Associations**

### Worldwide Management Development Associations

#### Africa

##### **Association des Institutions de Formation et de Perfectionnement en Management d'Afrique (AIMAF)**

Adama Bakayoka, President  
BPV 43  
Abidjan, Côte D'Ivoire  
Fax: (225) 21-88-94

##### **Association of Management Training Institutions of Eastern and Southern Africa (AMTIESA)**

P.W. Naiya, Secretary General  
P.O. Box 23 191  
Nairobi, Kenya  
Fax: (254-2) 58-18-32  
E-mail: amtiesa@elci.gn.apc.org

##### **West African Management Development Institutions Network (WAMDE-VIN)**

R.O. Daodu, Executive c/o ASCON  
PMB 1004  
Topo-Badagry  
Lagos, Nigeria  
Fax: (234-1) 497-0595

#### Asia

##### **Association of Deans of Southeast Asian Graduate Schools of Management (ADSGM)**

Emanuel V. Soriano, Project Executive Director, ADSGM-CIDA RDBA  
Joseph R. McMicking Campus  
123 Paseo de Roxas  
MCPO Box 2095, 1260  
Metro Manila, Philippines  
Fax: (63-2) 892-4621  
E-mail: fil@aim.edu.ph

##### **Association of Indian Management Schools (AIMS)**

Abad Ahmad, President and Pro-Chancellor  
Delhi University  
20 Cavalry Lines

New Delhi 110 007, India  
Fax: (91-11) 725-7049

**Association of Management Development Institutions in South Asia (AMDISA)**

Dharni Sinha, Coordinator  
8-2-333/A, Road No. 3  
Banjara Hills  
Hyderabad 500 034, India  
Fax: (91-40) 24-48-01  
Email: dp.sinha@cosmode.sprint\_rpg.spring.com

**Central Asian Foundation for Management Development (CAMAN)**

Amiret Konysbaev, Director General  
99, Kabanbai Batyr Str.  
Almaty 480012, Kazakstan  
Fax: (7-3272) 61-96-45  
E-mail: titova@asm.almaty.kz

Australia

**Australian/New Zealand Academy of Management (ANZAM)**

Paul Ryder, President  
Faculty of Business and Hotel Management  
Griffith University-Gold Coast  
94 Merton Street  
Albert Park, Victoria 3206  
Queensland, Australia  
Fax: (61-7) 5594-8507

Europe

**Association of Business Schools (ABS)**

Jonathan Slack, Chief Administrative Officer  
344-354 Gray's Inn Road  
London WC1X 8BP, United Kingdom  
Fax: (44-171) 837-8189

**Association of M.B.A.s (AMBA)**

Roger McCormick, Director General  
15 Duncan Terrace  
London N1 8B7, United Kingdom  
Fax: (44-171) 278-3634

**Central and East European Management Development Association (CEEMAN)**

Danica Purg, Director  
International Executive Development Centre  
Brdo pri Kranju  
6400 Kranj, Slovenia  
E-mail: ceeman@iedc-brdo.si

**European Foundation for Management Development (EFMD)**

Bernadette Conraths, Director General  
Rue Washington 40  
1050 Brussels, Belgium  
Fax: (32-2) 646-0768  
E-mail: efmdbru@pophost.eunet.be

**National Foundation for Management Education (FNEGE)**

Jean-Claude Cuzzi, Director  
2, Avenue Hoche  
75008 Paris, France  
Fax: (33-1) 47-54-05-09

**International Management Development Network (INTERMAN)**

Jean-Francois Poncet, INTERMAN Coordinator c/o International Labour Office  
1211 Geneva 22, Switzerland  
Fax: (41-22) 799-79-78

**Russian Management Development Federation (MDF)**

Oleg S. Vikhanski, Executive Director  
School of Business Administration  
Moscow State University  
Vorobiev Gory, MGU, Corpus 2, Room 489  
119899 Moscow, Russia  
Fax: (7-095) 939-0897  
E-mail: sbmsu@glas.apc.org

**Russian Association of Business Education (RABE)**

Natalia Evtikhieva, Director General  
32, Levoberezhnaya Street  
125475 Moscow, Russia  
Fax: (7-095) 458-57-86  
E-mail: rabe@vksh.msk.su

Latin America and Caribbean

**Consejo Latinoamericano de Escuelas de Administracion (CLADEA)**

Jorge Talavera, Executive Director  
General Silva 524  
San Antonio, Miraflores  
Casilla Postal 12206  
Lima, Peru  
Fax: (51-1) 242-0190  
E-mail: postmast@topex.com.pe

**Caribbean Management Development Association (CMDA)**

P.I. Gomes, Executive Secretary  
27 Block "C", Garrison  
St. Michael, Barbados  
Fax: (809) 436-17-09

North America

**Canadian Federation of Business School Deans (CFBSD)**

Karen Fleming, Director of Operations  
Ottawa Secretariat  
116 Albert Street, Suite 1005  
Ottawa, Ontario  
Canada K1P 5G3  
Fax: (613) 564-7695  
E-mail: fleming@profs.admin.uottawa.ca

**American Assembly of Collegiate Schools of Business (AACSB)**

Ange Harris, AACSB International Relations  
600 Emerson Road, Suite 300  
St. Louis, Missouri 63141-6762  
Fax: (314) 872-8495  
E-mail: ange@aacsb.edu  
Web: <http://www.aacsb.edu>

## **Appendix K: Call for Participation, Faculty Development Workshop**

1997 Faculty Development Workshop  
*Establishing and Maintaining Cooperation Among  
Central/East European Business Schools*  
Krakow, Poland  
July 5-12, 1997

The Jagiellonian Business School, in cooperation with the U.S. Consortium For Management Education in Central and Eastern Europe, are pleased to announce the 1997 Faculty Development Workshop. This sixth annual event will be held in Krakow, Poland beginning on Sunday, July 5 through Saturday, July 12, 1997.

### ***Objectives:***

Business schools have developed at a rapid pace over the last five years in Central and Eastern Europe. While many of these schools have been built with assistance from Western Universities, the financial resources from the West are now beginning to disappear and cannot be counted on in the future. At the same time, as Central and Eastern European business schools mature, they face new challenges such as managing growth, faculty deployment, financial viability, research and publications, and organizational change.

One way of meeting these new challenges is through the formation of alliances with other Central and Eastern European business schools. The Jagiellonian Business School has taken a leadership role in facilitating these alliances by establishing the Center for Faculty Development. It is the goal of this workshop to explore avenues of organizing useful and lasting cooperation among Central and Eastern European business schools.

### ***Eligibility:***

Given the workshop's theme and objectives, applicants must hold the position of Rector or Dean/Director at a business school in Central and Eastern Europe. Candidates from Poland, the Czech and Slovak Republics, Romania, Bulgaria, Hungary, Croatia, Albania, Belarus, Ukraine, Yugoslavia, Estonia, Latvia, and Lithuania are especially encouraged to apply. Because participants will be drawn from many countries, it is critical that the applicants be fluent in English.

### ***Selection:***

A selection committee comprised of faculty from the Jagiellonian Business School, and the U.S. Consortium will select a group of candidates who will be invited to the workshop. The committee will base its decisions to invite upon the applicant's position, experience, country of origin, and other information on the application form. It is critical that applicants be available to attend from July 5 through July 12. Those with conflicts during this period are kindly asked not to apply.

***Cost:***

Tuition, room accommodation and meals will be covered by the U.S. Consortium. In addition, a stipend of \$200 will be provided to those selected to offset transportation and personal expenses in Krakow. A few supplemental transportation scholarships are available.

***To Apply:***

Complete the attached application form so that it is received by April 10, 1997. Please mail (E-Mail encouraged) the application to Professor Nelson Lacey, Project Coordinator or Professor Demetrios Giannaros at the contact coordinates provided at the end of the Application Form.

Professor Nelson Lacey  
School of Management  
University of Massachusetts  
Amherst, MA 01003 USA  
Fax: +1 413 545 3858  
E-Mail: nlacey@gbfin.umass.edu

Professor Demetrios Giannaros  
Barney School of Business, A410  
University of Hartford  
200 Bloomfield Avenue  
West Hartford, CT 06117 USA  
Fax: +1 860 768 5333  
E-Mail: giannaros@uhavax.hartford.edu

(If you provided a Fax number or e-mail, you will hear from us in May. If not, it will depend on how fast they deliver mail in your area.)

## **Appendix L: Assessment Scope of Work**

### **SCOPE OF WORK**

#### Assessment of Ukrainian Business Management Training Institutions

##### **PROBLEM:**

The transformation of the Ukrainian economy to a market based, privatized economy requires dramatically different skills from those required under the former regime. Individuals who will be active in the new market economy need knowledge of modern principles of business management. In the West, training of this type is available broadly and at many different levels. In Ukraine, modern business management education is a phenomenon of recent years. In order for Ukraine to move forward in its transformation to a market economy, one key element is establishment of Ukrainian institutions that provide high-quality modern business management education and that are sustainable financially, technically and administratively.

##### **TASK:**

The Contractor will conduct an assessment of business management training needs and institutions in Ukraine, such as the Lviv Institute of Management (LIM), State University Lviv Polytechnic, Ukrainian Academy of Public Administration (Kiev), Kharkiv State Polytechnic University, and the International Management Institute of Kiev (IMI), Kiev-Mohyla Academy, as well as other Ukrainian institutions. The assessment will identify and assess the availability and quality of business management training at Ukrainian institutions. The assessment will analyze the relative importance of basic and more advanced business skills training in an environment such as Ukraine's. The assessment will also consider the financial, technical, and managerial sustainability of existing institutions.

In addition to other sources of information which the contractor determines are relevant, the Contractor will obtain guidance and opinions from LIM's and IMI's institutional partners in the United States under the IREX Institutional Partnership Program. These include University City Science Center/Philadelphia and Carnegie Mellon University.

The Contractor will also obtain guidance and opinions from partners of U.S. Information Agency (USIA) University Affiliations Linkages Program between Wayne State University and I. Franko University of Lviv, LIM, and State University of Lviv Polytechnic; between New York University's Wagner School of Public Service and the Ukrainian Academy of Public Administration; and between St. Norbert College (De Pere, Wisconsin) and Kharkiv State Polytechnic University.

The Contractor may wish to note that the December 26, 1996 issue of the English language Kiev weekly newspaper Kiev Post recently reported that 127 private schools offer business training

programs, of which about 80% graduate students with business diplomas. Specific schools mentioned in that article are: the Interregional Academy of Personnel Management; the Economics, Management and Managerial Law Institute; the Kiev Economic Management Institute; Kiev Polytechnic Institute/Department of Management; and International Management College.

Since there are many common areas between business management administration and public administration, the Contractor will, in preparing its analysis, also consult with Research Triangle Institute (RTI) which conducted a study last year of public administration training capacity in Ukraine. The Contractor's assessment will include gender considerations such as number of women enrolled in/graduated from the surveyed institutions.

1. The contractor will assess the relative importance in Ukraine of broad-based basic and more narrowly focused, versus advanced, business skills.
2. The Contractor will compile a list of major business management training institutions that currently exist in Ukraine.
3. The contractor will comment on strengths and weaknesses of those which it considers the best (approximately four or five institutions) or which have the most potential to become self-sustaining institutions offering high quality training.
4. The Contractor will comment on the issue of how to strengthen the best existing business management training institution(s) in Ukraine, in light of priorities identified in No. 1 above.
5. The Contractor will make recommendations, including costs, on what activities USAID might undertake to strengthen existing business management training institutions.
6. If the Contractor sees a need to establish new business management training institutions in Ukraine, the Contractor will make recommendations on approach and estimated costs of creating a new business management training institution in Ukraine.
7. The Contractor's analysis of management training institutions should take into account the concept of endowments. Reference should be made to the USAID paper "Endowments as a Tool for Sustainable Development" dated July 1996. The authors are Kathleen Horkan and Patricia Jordan (USAID Working Paper No. 221, Center for Development Information and Evaluation, PN ABY 616).

#### METHODOLOGY:

The Contractor will:

- 1.) Gather information from relevant institutions and individuals in the US,

as described under "Task" above;

2.) Conduct interviews within Ukraine with appropriate business-related USAID partners, contractors and/or project staff such as:

- C USAID staff
- C Research Triangle Institute
- C DAI (New BizNet)
- C International Finance Corporation (IFC)
- C KMPG/Barent's Group
- C Price Waterhouse
- C Ukrainian Center for Post Privatization Support
- C U.S. Foreign Commercial Service (?)
- C others?

3.) Spend approximately four weeks in-country (April 18-May 15) conducting the assessment and preparing a report.

#### PRODUCT:

The Contractor will conduct a debriefing for USAID/Kiev at the end of the three week in-country assessment, and will present five (5) copies of a draft report of approximately 30 pages, with recommendations, to USAID/Kiev, before departing Kiev. USAID/Kiev will provide the Contractor with comments on the draft report within approximately three weeks of the end of the assessment visit. The Contractor will submit five copies of the final report to USAID/Kiev within three weeks of receipt of USAID/Kiev's comments.

#### STAFFING:

USAID contemplates that the individuals that the Contractor proposes to fulfill this SOW will possess the following qualities:

1. Practical experience in business and/or industry that would permit the individual(s) to assess the environment in a Ukrainian business management training institution relative to the real needs of business.
2. Experience in business management education and training.
3. Experience in the institutional development and running of a business school, from a management perspective.
4. Ability to think in terms of the needs of business and/or industry in general and in Ukraine in particular.

5. Experience in working/living in an overseas environment, especially in the former USSR or Eastern Europe.

6. Experience (for any local Ukrainian team members proposed) in a Ukrainian business management consulting firm. Note: It seems desirable to USAID for the Contractor's proposed team to include at least one member from the local Ukrainian business/management consulting community.